

# BUSINESS EDUCATION WORLD

*October 1953*

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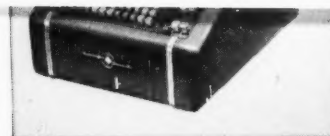
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*educators, "and they learn*

*WPM rates as much as 50%."*

*The new-fashioned approach  
to typing and learning...*

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typewriters  
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nated to strive  
for work. The  
typewriters  
themselves  
simplify  
present  
learning for in-  
experienced typ-  
ists or new  
students. No special  
equipment.  
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for the best-

paying jobs. Schools with electrified  
typing rooms gain recognition from  
business and community leaders for  
progressive education.

## Easy electric-to-manual conversion

Acceptance of the electric typewriter  
for teaching typing automatically  
places "conversion" in its proper place.  
Elemental instruction is given on the  
easiest-to-learn machine. Touch, car-  
riage return and other phases of manual  
typewriter operation which impede typ-  
ing progress for beginners are readily  
practiced by trained students as a "fin-  
ishing" class. These postponed learning  
steps are then easy.

## Low-cost BEA Plan now available

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eliminating the problem of "floating  
capitals." (4) Training end fingers to  
use sufficient force is eliminated. Awk-  
ward reaches for end-finger and nu-  
meral keys are easier because electricity  
assures even impression from any reach.

With these difficult learning prob-  
lems eliminated, beginning students  
learn key locations easier and faster.  
Speedy and accurate typing is achieved  
sooner, saving time for additional valu-  
able production practice.



One of the many new Remington Rand  
BEA Classrooms. Picture shows new 15  
machine electric installation at Greens-  
boro H. S. where authorities state elec-  
tric typewriters speed up and simplify  
both teaching and learning.



*Your students will always  
feel at home with Burroughs!*

It's a fact—wherever there's business there's Burroughs. That means that many of your students will be operating Burroughs machines when they enter the business world.

Take the Burroughs Calculator, for example. Counting only 24 of the largest users, you'll find they have bought 40,003 machines.

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For schools offering longer courses, "Calculator Practice Drills" and "Advanced Addition Practice Problems" can be obtained to expand courses up to 300 hours.



WHEREVER THERE'S BUSINESS THERE'S

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BOOKKEEPING MACHINES  
CALCULATORS  
ACCOUNTING MACHINES**



# Why teach typing the old-fashioned way?



*"Start beginning students on electric typewriters," say today's leading educators, "and they learn faster—increase WPM rates as much as 50%." Here's how this new-fashioned approach simplifies teaching and learning...*

The time is here for the electric typewriter to be recognized for its true worth as a teaching instrument.

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(3) Electrified shift key simplifies teaching of capitalization. Carriage automatically goes down "all the way"—eliminating the problem of "floating capitals." (4) Training end fingers to use sufficient force is eliminated. Awkward reaches for end-finger and numeral keys are easier because electricity assures even impression from any reach.

With these difficult learning problems eliminated, beginning students learn key locations easier and faster. Speedy and accurate typing is achieved sooner, saving time for additional valuable production practice.

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One of the principal reasons electric typewriters improve results, teachers state, is that students begin actual typing sooner. Many dull drills are eliminated and students are inspired to strive for better quality classroom work. The very newness of electric typewriters contributes to improved results.

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## **Easy electric-to-manual conversion**

Acceptance of the electric typewriter for teaching typing automatically places "conversion" in its proper place. Elemental instruction is given on the easiest-to-learn machine. Touch, carriage return and other phases of manual typewriter operation which impede typing progress for beginners are readily practiced by trained students as a "finishing" class. These postponed learning steps are then easy.

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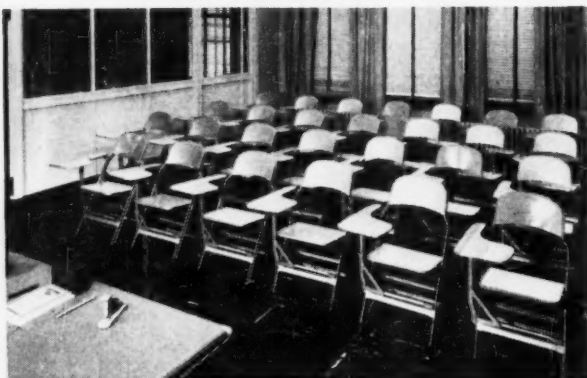
*One of the many new Remington Rand BEA Classrooms. Picture shows new 15 machine electric installation at Greensboro H. S. where authorities state electric typewriters speed up and simplify both teaching and learning.*

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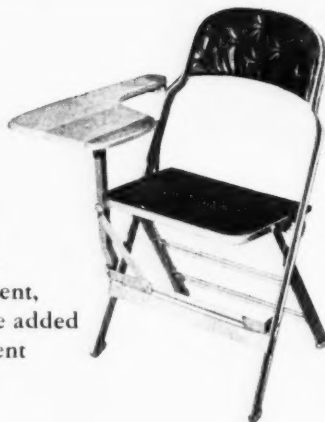


Paul M. Pair, owner of  
Speedwriting School,  
Chicago, and one of  
his classrooms

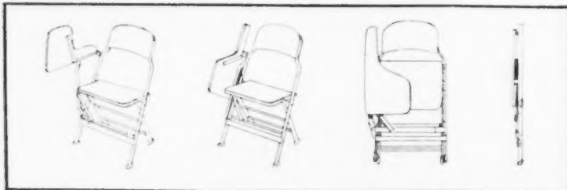


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# BUSINESS SCENE

## ■ Population Going Up—

The Census Bureau estimated recently that, in twenty years, the U. S. population will total between 200 and 220 million. On August 10, shortly before 11 a.m., the Census' automatic calculator registered another portentous guess—the population total hit 160 million.

These figures are big. So are their implications. An increase of that size—25 per cent added to an already huge number—carries with it all sorts of meanings. Some are pleasant; others could be frightening. Heavily involved in them is the businessman. Since he is part of the population, he is naturally subject to the effects that will touch everybody else. But, as a businessman, he will find two implications specially reserved for him:

- **A Bigger Market.** Those 200 million people all will need food, clothes, and shelter. Most of them will want transportation and entertainment. As family groups, they'll buy fuel, household appliances, and cars. Here the businessman has a big opportunity, but he also has . . .

- **A Big Responsibility.** Says Robert E. Wood, population-minded chairman of Sears Roebuck & Company: "If we increase our population by 25 or 30 per cent in the next twenty years, we must increase our productivity as well—by the same or a greater amount. Otherwise, our standards of living will go down, not up." The job of increasing productivity falls, quite naturally, to business.

This may seem like a Herculean assignment. Perhaps it is. But it has been done before.

- **Shifts.** There's more to the expected population increase, of course, than its size. There are increases and decreases within it—each with a meaning for business.

First, there's a geographical shift. It started years back and is expected to continue. People are moving from rural areas into urban centers, and from central cities out to suburbs.

Other shifts involve age groups. As average life expectancy goes up, so does the percentage of people aged 60 or over. These people make up a different sort of market for clothes and entertainment, for instance, than do younger people. Hence, future decades may see business devoting more of its time to the needs of people who reach retirement age.

## ■ Balancing the Budget—

President Eisenhower's team of expense-cutters got a cheerful word from

Budget Director Joseph M. Dodge. They're \$1.8 billion nearer a balanced budget than they thought they were in May. After a study of appropriations voted by Congress earlier this year, Dodge estimated actual spending in the current fiscal year at \$72.1 billion. Last May, when Eisenhower and Dodge took a look at the spending outlook, they thought outgo would be \$74.1 billion.

While the spending picture brightened, the outlook on receipts dimmed somewhat. Treasury experts decided their estimate of \$68.5 billion, made last May, was a little too hopeful. Their revised estimate for the current fiscal year is \$68.3 billion.

- **Difference.** The new spending outlook is \$6.5 billion less than former President Truman estimated when he sent his own budget to Congress last January. Then he predicted a \$9.9 billion deficit for the current fiscal year. Dodge's new estimate is \$3.8 billion.

This is the traditional budget—the one usually used in comparing Federal income with outgo. When a gain in Social Security and other trust funds is figured in, the Federal Government will show a deficit of only \$500 million. This is the so-called cash budget. It's the one watched by economists to measure the impact of Federal spending on the economy. For the current fiscal year, it means hardly any inflationary effect—a much better outlook than the substantial \$6.6 billion jolt foreseen by Truman.

## ■ What Businessmen Are Talking About—

- **Truckers** going through New Jersey may find themselves detoured. A new state law authorizes any community with at least 12,000 population to establish truck routes and to keep trucks off other streets.

- **Hawaii's claim** to a record crop of tourists is confirmed by official figures just released by the Hawaii Visitors Bureau. During the first half of 1953, 37,702 tourists visited the islands—a gain of 28 per cent over last year.

- **Railway Express Agency** will probably be continued next year under a new 19-year agreement among the railroads. The agreement, informally accepted by almost all the railroads but not yet signed, is operationally much the same as the 25-year contract that expires next February. A new provision lets any individual railroad back out of the agreement any time after December 31, 1958—provided it gives 18 months' notice.

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CARLMONT HIGH SCHOOL is built in terraced wings—

## Modern Planning for Business Training: High School on a Hillside

LOUISE BOGGESS

San Mateo, California

**C**ARLMONT HIGH SCHOOL, located on the Peninsula about 25 miles south of San Francisco, juts majestically from a hillside in stairstep formation. It is an ultra-modern, four-terraced structure of long multicolored brick and gray stucco. It looks down on the football field, baseball diamond, and student parking area.

Strongly accenting the lines of the building are the yellow and maroon louvers of the spacious glass windows and the open, brick-columned ramps that link the four terraces together. Each wing, entered by double plate-glass doors, has a single sound-proof corridor. Student lockers, in yellow, line the walls. These corridors are colored red, gray, green, and yellow, respectively, to aid identification.

### ■ The General Specifications—

Thirty acres, according to Principal Thor Krogh, make up the Carlmont Campus. At the time of dedication on April 20, 1953, the cost of the school to

that date was \$2,119,047.58. This figure includes twelve buildings: seven classroom wings, library, administration offices, exercise room, lockers, and store. Later, three more classroom wings, a shop building, swimming pool, gymnasium, study hall and auditorium will be added.

The present enrollment is around 400, but the facilities are designed to take care of 1,500 students; at present, the school has only freshmen and sophomores, but a class will be added each year until senior-high-school status is reached.

The building is equipped with IBM electric clocks in each room. The loud-ringing bells are outside; inside classrooms, students are given passing signals by musical chimes.

The school is radiant-heated throughout, each room with its own thermostatic control. Since the school faces northeast, the light is equalized by the use of louvers the full height of the window expanse. The rooms to the east are painted maroon, to cut down on the glare; and those to the north, a pale yellow, to increase the light tone. Artificial lighting is provided in each room by four room-length fluorescent lights.



Some rooms have triple-layer sliding chalkboards. Leon E. Torrey, Jr., is acting department head.

Typing rooms have Hammond adjustable desks, new typewriters, and a "tote tray" for each student. School has IBM wall clocks, with sweep second hands.

The business classrooms occupy one terrace, or wing, on the hillside.



The lower sections of the glass wall of the room are fitted with steel casement windows. Cross ventilation is easily secured by lowering the ventilators that are on the opposite wall directly above the built-in cabinets.

#### ■ The Business Department—

The commercial department in the D-wing of the third or upper terrace, consists of two typing rooms, an office-practice room, a bookkeeping room, and a conference room. Another classroom is available when expansion demands. At present, 275 students are registered in business courses, with two full-time teachers; plans for this fall semester included a third teacher.

Each of the classrooms in the D-wing has two entrances as well as doors connecting with the adjoining rooms. The upper wall partition between rooms is of glass in a yellow framework, typical of modern office design, with the lower portion of combed blond birch plywood.

Centered at one end of the room is a triple sliding chalkboard. To the right of this blackboard (in the two typing rooms only) is a glass-paneled door leading to storage rooms. These rooms are shelved in pale green metal on the solid walls and have a countercabinet along the window side.

At the end of the room opposite the triple chalkboard are green wall-chalkboards (six feet by eight feet) with aluminum chalk trays. This is flanked on both sides by beige cork bulletin boards that reach up to the glass partition framed in yellow. Birch

paneling is used on lower wall areas, which are finished with a black plastic baseboard.

• *The two typing rooms* are identical in cabinet structure. Between the two entrances at either end of the rooms are birch cabinets consisting of two nine-foot cupboards, divided by a counter. Directly above the counter is a beige cork bulletin board bound in aluminum. The nine-foot cabinets have double doors, which open to reveal 72 metal typing "tote trays" (in brown), and shelves for future expansion. In the small space between the entrance door and the end walls, there are cloak closets, two feet wide, with open shelves above.

On the opposite wall, extending full length of the room directly under the window, is a birch countercabinet divided into six rows of lockable drawer space, sandwiched between three double-door cabinets. At either end of this expanse of blond cabinet are pale-yellow tile sinks equipped with paper towels and soap dispensers.

The relaxing colors of the room are carried out in the birch Hammond adjustable typing decks. Gray Cramer Airflow posture chairs match the gray of the typewriters and the special-made gray bookholders. The Crocker teacher's desk and chair are also in matching soft-tone birch and are located at the rear of the room.

At the front of each room is a Karlo demonstration stand in black wrought iron. Beside the teacher's desk, at exactly the same level, is a gray metal,

two-section Cole filing cabinet. Seating capacity for the typing room is forty.

• *The teacher's conference room* is between the two typing rooms. On either side of the hall entrance are twin six-shelf bookcases with glass fronts, about five feet wide. The room is paneled to the glass partition in blond birch plywood with occasional wall touches in pale green. Furnishings include a Crocker desk and chair; two gray four-drawer metal filing cabinets; and a typewriter desk and chair.

• *The bookkeeping room* varies only in cabinet detail from the typing rooms. The counter space is extended, and above it is a colorful, multicolor brick treatment. This room is furnished, temporarily, with birch Virco desks, with the teacher's desk located up front.

• *The office-practice room* differs from the typing room in that it is smaller; there is only one entrance and one sink; the tote-tray space is replaced with open-shelf cabinets in maroon; and regular chalkboard spacing is used instead of the triple chalkboard. Over the chalkboards are movable graph-clips and hangers, in aluminum. Multicolored brick treatment is used around the brown cork bulletin board, located near the entrance. Since there will not be an office-practice class for yet another year, the furnishings have not been purchased for this room.

Each room has double electrical outlets at either end of the room. Three double electrical outlets are placed at intervals near the floor on the sides with cabinets. The office-



practice room, however, has four additional floor plugs equally spaced to service the entire room.

#### ■ Machines and Equipment—

A check list of office machines provided includes:

- 1 A. B. Dick Mimeograph (Model 440)
- 1 Mar Duplicator
- 1 Liquid Duplicator, a Rexograph
- 1 Dictating machine, with transcribing unit
- 1 Ten-key adding-listing machine
- 1 Full-keyboard adding-listing machine
- 1 Key-driven calculator

4 Crank-driven calculators, student models

- 1 Motor-driven calculator, fully automatic
- 1 Mimeoscope, complete with lettering guide, assorted styli, T-square, etc.
- 1 Cash register
- 1 Metal collating rack
- 2 Ingento paper cutters
- 6 Four-drawer metal filing cabinets
- 1 Stapler, extension type, Neva-Clog (Model D40X)
- 1 Centamatic punch
- 1 Three-hole paper punch
- 1 Postage scale, Triner (No. AA1)
- 1 Bates numbering machine, 5-wheel

Other modern touches include tubular metal seats . . . a sink in each room . . . attractive flooring and paneling . . . and a handsome store run by business students

- 1 Chart printer, Universal (No. 932)
- 2 Standard typewriters
- 1 Wide-carriage typewriter
- 1 Micro-elite typewriter
- 1 IBM electric typewriter
- 29 Royal typewriters
- 11 Smith-Corona typewriters

Forty new typewriters will be purchased for the second typing room.

#### ■ Program and Special Activities—

The fall course of study includes instruction in Typing I and II, Bookkeeping I and II, Junior Business, Business Arithmetic, and Shorthand. When the school reaches senior status, full business-training offerings will be provided.

• *The student store*, located near a snack bar, is handled entirely by business students. The maroon Dutch doors, which fold back, reveal a wide aluminum counter. In the background is a counter-cupboard in maroon. The counter itself is topped in red heat-resistant cartaboard. On either side of the walls adjoining the front counter are identical yellow open shelves against an aqua background, for displaying supplies. The ceiling is finished in pale yellow.

In addition to handling the store, the business students take care of all student accounts, such as student-body cards, tickets for student productions, etc. Arrangement has been made through the office to give special credit to all business students who serve as clerks for the school.

• *Carlmont High School* has more than met the challenge of land shortage by building a three-dimensional plant right into the hillside. Not only has it met this challenge, but it has looked far into the future and provided an expandable plant that, for years to come, will take care of a rapidly growing population.



Textbook

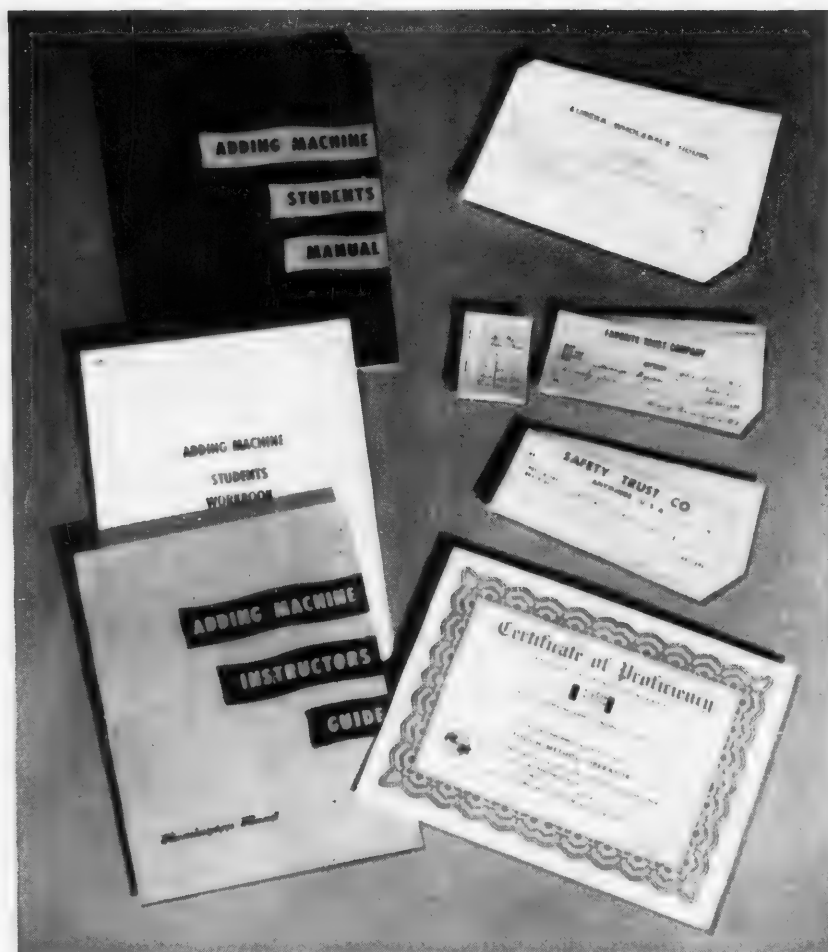
Workbook

Teacher's Manual

Practice Invoices

Practice Checks

Certificate of Proficiency



*Rem Rand Develops a*

## New 10-Lesson Kit for Teaching the 10-Key

**T**O THE TRAINING TOOLS of business teachers, a new addition: a 10-lesson "package course" that develops a vocational level of touch control on the 10-key adding machine. It's a contribution to all instructors of office machines and should be welcomed especially by those business trainers who are searching for short courses by which students can quickly be fitted for jobs. The adding machine is second only to the typewriter in job-getting importance in modern offices.

The new course was developed by Remington Rand, in conjunction with classroom teachers over a two-year trial period, as a service to its 10-key adding-machine users. The course fulfills three purposes: It familiarizes students with the operation of the machine, it develops genuine touch control of the keyboard and operational keys, and it gives basic training and real experience in the business uses of the machine.

The ten instructional units are compact and well illustrated, are completely self-instructive, and can fit smoothly into any schoolroom learning situation—ranging from the rotation or battery schedule in office-machines courses to the student who seeks this skill alone. Each unit can readily be completed by the average student in one 45-minute period. The 10 lessons equal 10 periods.

### ■ Contents of the "Package"—

- **Wall Chart.** It is big—3 feet by 5—and it illustrates the keyboard and the hand and finger positions.

- **Instructors Guide.** This provides a detailed period-by-period outline of the course, information for the teacher, answers, hints on machine skills, and suggested explanations for problems and procedures.

- **Basic Text.** The "Students Manual" provides step-by-step explanations, a number of practice exercises, and a glossary of commonly used accounting terms.



- **Workbook.** The "Students Workbook" is a problem pad containing practice exercises. The student solves the problems, writes the answers on the workbook page, detaches the workbook page, attaches his machine tapes, and turns his work in to the instructor. The teacher compares the answers with those in the "Instructors Guide." The exercises are graduated in scope and difficulty, beginning with fingering of the 4-5-6 home keys and expanding progressively to include the entire keyboard, large numbers, decimals, etc., all by touch.

- **Business Practice Papers.** After the student has developed a confident level of skill in solving basic problems by touch, he is provided specially prepared checks and invoices, even a checkbook stub; so he learns to handle the papers with his left hand while operating the machine with his right. Typical problems include crossfooting, trial balancing, checkbook reconciliation, accounts receivable, and the handling of discounts and of sales and excise taxes.

- **Award.** A Certificate of Proficiency is awarded the student who completes accurately a prescribed test that must be done in less than three minutes. The certificate identifies the student as a "touch-method operator" of the 10-key adding machine.

#### ■ Package Tested by Teachers Last Summer—

The course was field-tested at summer sessions for business teachers held this past summer at six colleges and universities: Northwestern, Northern Illinois, DePaul, Denver, Colorado, and Colorado State Teachers. Reactions of the teachers were affirmative.

- **Said Dr. Carl Cummings**, then of Northwestern University (now at Southern California): "The ten-period course appears to be one of the best I have seen. The use of actual working media instead of just exercises results in on-the-job training for the student."

- **Said Miriam E. Leon**, instructor at the Women's College of North Carolina: "I like the way basic skill is built up in the early exercises; and I'm enthusiastic

about the drill given in turning papers—the checks and invoices—while the student adds."

- **Said Loretta R. Hoyt**, of DePaul University: "This particular course is complete, and very helpful to both teacher and student."

Others noted with pleasure the ease of supervising the course and the fact that it was not only adequate for its purpose but also easy to fit into school programs.

#### ■ Obtaining the New Materials—

To obtain—*free*—the materials provided in the kit, teachers should contact their local Rem Rand office. Remington has in each of its branch offices a business-machines service center for businesses and schools. The services now being provided to users and teachers of the 10-key adding machine include the administration of tests for certificates, special demonstrations—upon invitation—by the company's expert touch operators, and now the distribution of the training kit.—*Alan C. Lloyd, Editor.*



*At University of Denver, Juanita Rauch used new method in her office-machines workshop.*

## Adding Machine



OCTOBER, 1953



*At DePaul University, Loretta Hoyt and her summer classes tested the new materials.*

*At Northwestern, Rem Rand representative Dave Jones demonstrates use of wall chart.*

# How to Present a Unit on Automobile Insurance

**WILLIAM SELDEN**

Chief, Business Education  
Berwick, Pennsylvania

**T**ODAY, when all of us either operate, own, or ride in an automobile, it is almost mandatory that we have a knowledge of the cost, the advantages, and the need of automobile insurance. Since we are literally "a nation on wheels," a thorough knowledge of automobile insurance should be a part of the general education of all youth. Unfortunately, in many schools, only business students are adequately trained in an understanding of automobile insurance.

Usually, one chapter is included as part of a unit on casualty insurance that is found in practically all general business textbooks. This material on automobile insurance can, in most instances, be adequately taught in two class periods. Perhaps it is a good plan to teach this material to boys and girls in the early part of their high school career—in either the ninth or tenth grade. During the twelfth grade, this work can and probably should be reviewed in consumer economics.

In teaching a unit on automobile insurance, as in presenting any unit in a general business or consumer-economics course, the assignment should be thoroughly previewed to make the lesson as interesting and as easy as possible. In the two courses mentioned, as well as in most other subjects, it is untrue that the harder an instructor makes a course the more moral fiber is built up in a student. It is sound pedagogical practice to make a course as easy and as interesting as possible.

In presenting this material, it is possible to utilize the blackboard to develop the two tables shown on page 15. Table I can most adequately be used in previewing the material on automobile insurance; and Table II should be used in a general discussion of the textbook material on this type of insurance. It has been my experience that both tables should be developed in the presence of the students.

## ■ How to Develop Table I—

Table I can be developed during the period when the material on automobile insurance is assigned. The instructor writes the term "Automobile Insurance" on the board and explains that this is the topic to be discussed. Conversation between the teacher and the students might be as follows:

TEACHER: Class, how many of your fathers have cars? (*Show of hands.*) How many of your fathers have insurance on the car? (*Show of hands.*) How many of your fathers have had occasion to use the insurance? (*Few hands go up.*) Jim, tell us about it.

JIM: Well, last year we were driving during a storm, and the car skidded and ran into a tree. The damage to our car cost \$250.

TEACHER: Was your father able to collect the \$250 from the insurance company?

JIM: No, he had to pay \$50 himself; but he was able to collect the rest of it from the company.

TEACHER: Jim, do you know what type of insurance your father carried to cover the greater part of this loss?

JIM: I believe my dad mentioned at the time that it was Collision Insurance.

TEACHER: Yes, that is the correct answer, Jim. (*The teacher then writes the word "Collision" on the board, in the appropriate place according to Table I.*)

Sandra, tell us about the experience your father had with automobile insurance.

SANDRA: Once, when my father was driving, he accidentally side-swiped a car that was parked and did almost \$100 worth of damage to the other car, plus quite a bit of damage to our car.

TEACHER: Did the insurance company pay you or the owner of the other car for the amount of the damages?

SANDRA: We didn't collect anything for the damages done to our car, but I understand the insurance company paid the owner of the other car the cost of having it repaired.

TEACHER: You apparently didn't collect anything on your car because you do not have Collision Insurance; however, your father did have insurance to protect the other person's property. Do you know what this insurance is called?

(*Sandra does not know the answer to this question, so the teacher writes the term "Property Damage" on the board.*)

Tom, I believe you had your hand up. What experience did your father have with automobile insurance?

TOM: My pop had the spare tire stolen from his old car, and he received a check from the insurance company in payment for the tire.

Table I Types of Automobile Insurance

Protection to One's Self	1. Comprehensive 2. Collision	Of Secondary Importance
Protection to Other Person or Persons	3. Public Liability 4. Property Damage	Of Primary Importance

Table II Automobile Insurance Coverage

Features	Protects the Owner		Protects the Other Person or Persons	
	Comprehensive	Collision or Upset	Bodily Injury Liability	Property Damage
Losses which are covered	Pilferage or theft, fire, windstorms, and tornadoes	One's own car in case of accident	Injuries to other persons in accidents	Property of others including both real and personal property
Person who receives the benefits in the event of loss	Owner of car	Owner of car	Persons, other than owner, who sustained the loss	Persons, other than owner, who sustained the loss
Rank of importance to car owner	Third	Fourth	First	Second
Comments	A good type of insurance providing the owner can afford it.	Expensive but desirable	A must for anyone who owns a car	Should be carried by every car owner
Cost to insure moderately priced car (approximate)	\$ 800 minimum	\$ 53.00 with fifty dollars deductible	\$ 16.00 for five-ten thousand, \$ 19.20 for ten-twenty thousand	\$ 14.00 for five thousand

TEACHER: That would be a protection to the owner of the car. Does anyone know what this type of insurance would be called? (*Again no one in the class seems to know the answer, so the teacher writes the word "Comprehensive" on the board.*)

Is there anyone else in the class whose father has had occasion to use his automobile insurance? (*There are no more replies.*)

We have mentioned three types of automobile insurance; but there is still a fourth type that is the most important of them all. Does anyone have an idea what it might be? (*Ruth is the only one to raise her hand, so the instructor asks her to answer the question.*)

RUTH: Would it be the type that protects the owner if his car should injure another person in an accident?

TEACHER: Yes, your answer is correct; and the type of insurance you have just mentioned is called Bodily Injury Liability Insurance. (*While making this statement, the teacher can write "Bodily Injury Liability" on the board.*)

Now possibly you have noticed that, in writing these terms on the board, I have put *Comprehensive* and *Collision* in one group and *Bodily Injury Liability* and *Property Damage* in a second group. There is a definite reason for this. Can anyone explain why? (*Several students raise their hands.*) All right, Donna, suppose you tell us the reason.

DONNA: In one group, the words start with the letter "C" and, in the other group, the words start with the letter "P."

TEACHER: This is an excellent way of remembering these terms, and I am glad you mentioned it. However, it is not the reason for grouping them in this manner. Paul, can you give us the answer to this question?

PAUL: You probably have them grouped like that because the first group is a protection to the owner and the second group is a protection to somebody else.

TEACHER: That's right, Paul; *Comprehensive* and *Collision* Insurance are a protection to one's self and the other two types of insurance are

a protection to the other person or persons. (As the teacher makes these remarks, he writes on the board, "Protection to One's Self," and "Protection to Other Person or Persons.")

Now class, which of these groups do you think is the most important for the owner of an automobile to have? (Teacher waits for several students to raise their hands.) Will you please answer this question. Bob?

BOB: I suppose Comprehensive and Collision would be the most important.

TEACHER: No, Bob, I am afraid you are wrong. Bodily Injury Liability and Property Damage Insurance are of primary importance, and the other two types are of secondary importance. (The teacher then writes on the board, "Of Secondary Importance" and "Of Primary Importance.")

Why do you suppose that Bodily Injury Liability and Property Damage Insurance are of primary importance? (No one appears to have an answer to this question.) The reason for this is that the damage one can do to another individual or to another person's property is almost unlimited. For instance: If your family were in an automobile accident where you ran into another person and physically injured him for the rest of his life, the injury inflicted could amount to many thousands of dollars. So far as Comprehensive and Collision Insurance are concerned, they only protect one for the losses on his automobile—for not more than the value of the car.

Class, tomorrow we shall continue discussing this subject. If you have a chance, talk this problem of automobile insurance over with your father this evening after supper. You can take the time remaining in this period to study the chapter on automobile insurance in your book, which begins on page . . .

#### ■ How to Develop Table II—

In further discussing the material on insurance, Table II can be used advantageously. It was previously mentioned that these tables should be developed in the presence of the

students. However, from the standpoint of expediency, it is desirable to have the horizontal and vertical lines put on the board before the beginning of the class period, plus the information under the rubric "Features."

To start the ball rolling in the discussion, the instructor can ask for the two general classifications of automobile insurance. In this table, the terminology, "Protects the Owner," and "Protects the Other Person or Persons," might be more applicable. To recapitulate what was brought out during the previous class period, some member of the class can be asked to name the four specific types of insurance. The instructor should write these terms on the board and point out that Collision and Upset Insurance mean the same thing. A class discussion of the next part of the table might be as follows:

TEACHER: Class, most of the material that will be fitted into this table may be found in your textbook assignment for today. Will you tell us what losses are covered under Comprehensive Insurance, Frank?

FRANK: Fire, different types of storms, theft, and pilferage.

TEACHER: That is a very complete answer; it indicates you have studied your lesson. (While the instructor is talking, he writes, "Pilferage or theft, fire, windstorms, and tornadoes," on the blackboard.) Did anyone look up the meaning of the term pilferage? (A few hands go up.) Elizabeth, what does this term mean?

ELIZABETH: In the dictionary used, pilferage was defined as petty thievery.

TEACHER: Your answer is correct. Can someone give us an example of pilferage? (Practically all hands go up.) Paul, will you give us an example of this.

PAUL: Someone stealing a hub cap from the wheel of a car.

TEACHER: That is an excellent illustration. Gloria, will you please tell us about the losses covered in Collision or Upset Insurance.

GLORIA: Damage to your car is covered in Collision Insurance.

TEACHER: Yes, Gloria, your answer

is correct. (The instructor then writes, "One's own car in case of accident.") Carl, will you tell us about the losses covered by Bodily Injury Insurance?

CARL: This type of insurance covers other persons whom you injure in an accident you have caused.

TEACHER: Carl, that is a good answer. (As he says this, the teacher writes, "Injuries to other persons in accidents.") Now will you please tell us, Linda, about the losses covered in Property Damage Insurance?

LINDA: I believe this would include damage done to some other person's automobile or home.

TEACHER: Yes, it is the property of others that is protected. ("Property of others including both real and personal property" is then written on the board in the appropriate place.)

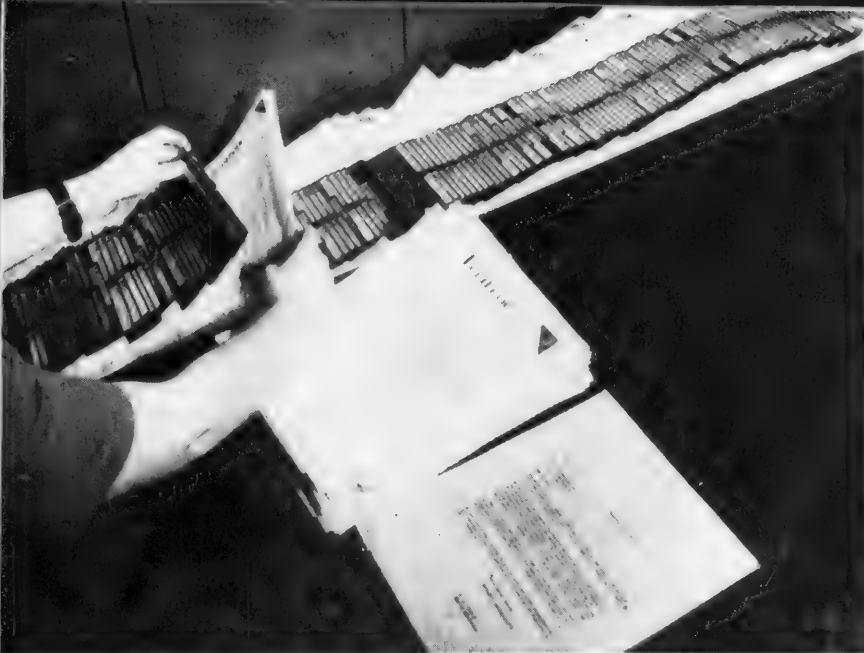
The above script is an illustration of how a portion of this table can be presented. If appropriately developed, this table telescopes into one picture almost the entire story of automobile insurance. The old adage, "One picture is worth a thousand words," again proves its value in a lesson of this nature.

The item "Cost," in Table II, probably should be treated incidentally if the material is used in the ninth or tenth grade general business class. The figures used should be applicable to the local community and for a moderately priced car. In discussing the cost of insurance, reference should be made to the fact that the fewer accidents there are in a community the lower the cost of insurance.

#### ■ Supplementary Talks—

A further means of supplementing this work on insurance would be to invite a competent insurance agent to classes studying this topic. A talk given by an insurance agent at the end of a unit would be more meaningful to the boys and girls than it would be at the beginning of a unit on casualty insurance. The same insurance agent should not be invited to talk every year; the plan to have a different agent each year brings about a healthier relationship between the school and the businessmen.





How much should a general clerk know about filing? What is the importance of the basic filing operations in clerical work? Doctor Huffman gives the answers to these and other important questions in . . .

**HARRY HUFFMAN**  
Virginia Polytechnic Institute  
Blacksburg, Virginia

## How Much Filing in Clerical Practice?

**W**HEN WE HEAR the businessman discuss needs for clerical workers, we often detect a plea for training office workers in the basic procedures of filing. He does not mean the ability to install complicated filing systems or to devise procedures to speed up operations. He means the basic filing operations—alphabetic and numeric, both in their simplest forms.

How do we get students to recognize and appreciate the importance of filing? It is not difficult to show them that a great deal of information about them and their parents appears in many records—birth, census, school, church, employment, social security, organizations, unions, property tax, income tax, automobile registration, voting, and marriage. Because students know that these records are extremely important to them, it is usually easy to develop an appreciation of filing procedures from this "personal" viewpoint.

After this appreciation has been developed, it is a simple matter to show why all filing is important. Certain understandings must come out of the filing instructional unit:

- **Why Filing?** (1) Filing preserves records; (2) filing makes records easily accessible; (3) filing puts records into order.

- **Techniques.** (1) All office workers should know the fundamentals of filing; (2) an office worker must determine the correct filing caption of a record before it is filed; (3) the file clerk must know and use the alphabet and the number system as tools to put captioned records into order; (4) the file clerk must put in order correspondence, business papers, and records as soon as they are executed or received; (5) because we may call for some business papers in more than one way, copies or cross reference sheets must be prepared for each way.

### ■ Basic Filing Operations—

If we make a job analysis of almost any filing department, we find that the great bulk of the work involves the basic filing operations. Sam Perry, a prospective teacher, and I

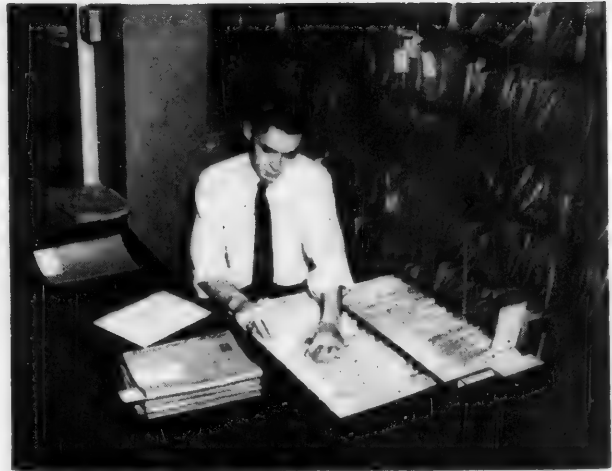
made a study of his work experience in the Medical College of Virginia Hospitals, where he worked for twelve weeks under the supervision of Mr. Cauble, medical records librarian. (*See cuts.*) As you will see, the analysis revealed the tremendous importance of filing operations. Below is our job analysis of the work of a medical records librarian:<sup>1</sup>

1. Receive order to prepare an identification plate to be used on all records of a patient.
2. Search alphabetic card file to determine whether patient has been admitted previously.
3. Ascertain code number from file if patient has been admitted previously or assign code number for new patient.
4. Prepare an embossed identification plate to contain basic personal and medical information, together with code number.
5. Print information by means of this plate on all admission forms, ledger cards, alphabetic index card, file folder, and other records required.
6. Retain card for alphabetic file.
7. By means of pneumatic tubes, deliver all other forms to proper department: medical, accounting, admission, etc.
8. Deliver plate by pneumatic tube to nursing station nearest patient for whom plate was made, for use on additional forms.
9. Set up folder in waiting file to receive all forms as they are released.
10. Maintain files for each resident physician's active cases.
11. Remove patient's records from physician's files.
12. Receive patient's records from nursing stations, laboratories, and so on.
13. File all incoming records in patient's folder, according to assigned number.
14. Refer to alphabetic file to ascertain assigned number

<sup>1</sup> More than three thousand medical records librarians belong to a national association for the profession.



CHECKING FILE information with a nursing station.



FILING CASE HISTORIES alphabetically in a waiting file.

Photos: Medical College of Virginia Hospitals

in the event the report fails to have the imprint of the embossed plate.

15. Code patient's disease and/or operation according to indexing rules.

16. Prepare punched card for patient being discharged, to show all basic information, including coded disease and/or operation.

17. File patient's folder.

18. Find patient's records for requisitioners.

19. Charge out medical records.

20. Transfer records to inactive storage after five years.

21. Prepare for microfilming records inactive for ten years.

22. Supervise the transcription of medical dictation concerning cases.

23. Supervise the preparation of photostats and transcripts of patient's cases for other hospitals, insurance companies, and authorized law firms.

#### ■ Common Filing Operations—

A study of this analysis and many others shows that the following filing operations are extremely common: Inserting guides in drawers; charging out; following up; replacing worn folders; locating material, indexed and coded; rough sorting; table sorting; bin sorting; shifting guides and folders from one drawer to another; counting material to be filed; typewriting file labels; affixing file labels on folders; elementary indexing and coding; fastening papers; filling in cross-reference sheets; placing material in files, indexed and coded; labeling drawer fronts; taking care of filing supplies and equipment; collecting material to be filed; time stamping; arranging according to date.

#### ■ Filing Rules—

The filing rules most needed in the hospital job were little more than those that place 62 after 61 and 274 before 275. Next most needed examples follow: S comes before T and after R; H comes between G and I; BCD are in the first quarter of the alphabet; UVW are in the last quarter. In short, the clerks need to know the numbering system and the alphabet thoroughly—up and down, sideways, in-betweenwards, front, middle, and end.

There are many rules of filing, but the most basic—and important—is the alphabet. If a clerical worker understands the rules for alphabetizing and the elements of the numbering system used, he can handle the filing duties of most clerical jobs.

#### ■ Levels of Indexing—

• *Indexing* requires you to determine what caption to use for a particular paper. Because you must note your

decision for the caption of the paper, indexing is followed by coding.

• *Elementary indexing* may be the responsibility of any office worker. It may be no more complicated than considering the last name of a person as a primary caption. When you decide the filing captions for the name of a person or company, you are indexing names. When you choose as a primary caption the addressee on carbons of outgoing correspondence or the signer of an incoming letter, you are indexing correspondence.

• *Complex indexing* is often the responsibility of a chief clerk, chief file operator, secretary, accountant, stenographer, bookkeeper, or office manager. If you use complex indexing, you may have to determine the several proper ways of calling for a document or record. You may have to study carefully a series of correspondence, documents, or records to organize them under several captions for convenient and efficient use. In the medical records library, you index and code the patients' diseases and operations according to a manual of instructions. In a manufacturing business, you code the items on all incoming invoices according to a manual of instruction. If you are a coding analyst, you must know a great deal about the business or institution that you serve.

#### ■ What Shall We Teach?—

Most filing instructional units for simple alphabetic filing require a minimum of twenty hours of class work for developing knowledge of the system. In such a unit, we can teach the needed indexing and filing rules. We can readily agree that we should teach a minimum of indexing procedure—indexing names and correspondence. However, we have not completed our filing instruction until we have provided considerable practice in completing common filing operations. The students need practice in quantity sorting, typewriting of labels, affixing labels to folders, fine sorting, setting up folders and guides. They should practice part of the time with full-size files. Throughout the entire clerical practice course, they should develop the understandings necessary to the management of records. The alphabetic and numeric systems should become a part of their sense of order. Nothing that can be alphabetized should remain unalphabetized. Nothing that has numerical sequence should be allowed to rest until it is in sequence. All class papers should be alphabetized and arranged in order of date. Every record, book, and paper in the entire class every day should fall under the strict surveillance of sequence, order, and precision. Records management should co-ordinate and integrate the clerical practice class.

# Filing: Teaching the Use of Cabinets

JORDAN HALE

Eastern District High School  
New York, New York

**E**VERY TEACHER of filing faces the problem of devising practical, graded materials—interesting and inexpensive—that will help students (especially the slow learners who are coming in greater numbers to the filing course) to master and to apply the fundamentals of filing.

One of the situations in which this problem is especially acute is in teaching students to do the actual drawer and folder filing of letters and documents, once indexing, coding, and alphabetizing have been learned—particularly when the class is large and there is not even *one* file cabinet that students can use for practical experience.

Ideally, of course, each student will have his own file drawer, with appropriate folders, guides, letters, cross-reference sheets, and so on; and, ideally, groups of students can arrange their collective drawers for different systems and different degrees of expansion. But the writer's class is not the only one that has none of those learning aids. Yet the problem can be solved.

The students who come to Office Practice II in our school have previously had intensive training in indexing, coding, and alphabetizing in Office Practice I. They are ready to learn how to file letters in cabinets and folders. Lacking both cabinets and folders, we have improvised a series of duplicated exercises that provide learning and practice situations that closely parallel the real activity. The exercises do develop the skills and knowledge required for correct filing. And, it is worth noting, they are easy to use in the classroom—much easier, with greater coverage and more intensive practice, as a matter of fact, than using real cabinets.

For practice in alphabetic filing, we have created exercises in eight steps; they are easily paraphrased for other systems of filing.

## ■ Step 1: Introduction to Cabinets—

The first activity in cabinet filing, of course, is an illustrated discussion of the different features of cabinets themselves—the sizes, standard and legal; the number of drawers; the physi-

A 1	E 5	I 9	M 13	Q 17	U 21
B 2	F 6	J 10	N 14	R 18	V 22
C 3	G 7	K 11	O 15	S 19	W 23
D 4	H 8	L 12	P 16	T 20	XYZ 24

Assume that you are a file clerk in charge of the file cabinets shown above. You have been given the following set of letters to file in the cabinets. After each name, place the **NUMBER** of the file drawer in which you would file the letter.

Examples: F. L. Smith Co. 19      9th Avenue Shoe Shop 14

Mr. H. C. Horton	_____	Madame Louise	_____
Mrs. Ida Hinkle	_____	Rev. J. Arthur Weil	_____
The Office Lighting Co.	_____	The Alder Company	_____
Elder Bros.	_____	The Weather Bureau	_____
John the Tailor	_____	Sister Felice	_____
The 12th Street Shoppe	_____	Hotel Victoria	_____
Samuel's Shoe Store	_____	The X-Bar Ranch	_____
The SSS Trucking Company	_____	R. S. Winter & Co.	_____
R. Velez	_____	Cessna Aircraft	_____
J. Porter & Co.	_____	53rd Street Cafeteria	_____

**Illustration 1:** First exercise sheet, by which student is introduced to the selection of correct cabinet drawers. This sheet, with two long columns of names, can be duplicated easily for use in filing classes.

cal types, wood and steel; fireproofing; suspension drawers; followers; and so on. It does not take long nor much effort to obtain descriptive literature and catalogues from manufacturers and to devise bulletin-board displays.

The second activity is the distribution of duplicated exercise sheets like the one illustrated here. It affords what presumes to represent a 24-drawer bank of cabinets, with one letter assigned to each drawer except the last, to which X, Y, and Z are assigned. Each drawer has, in addition to its letter, a number. Below the drawing are two columns of names; by using 13-inch paper, the writer has found he can list 80 names, 40 in each column, grouped

in fives—plenty to canvass every drawer.

The exercise sheet can be used in any of several different ways:

1. The student may follow the directions indicated in the illustration—he inserts in the answer column the number of the drawer in which he would file a letter to or from the person or firm or agency indicated. This method is very fast. It may readily be used for a "timed" filing quiz or contest, for the student need merely note the first letter of the entry to be filed and find the corresponding drawer number. This easy exercise serves to orient the student to the more difficult exercises that will follow—gets him in the habit of giving the *number*.

2. Or, the student may code all the names first, preparatory to numbering, by underscoring the names under which the documents are to be filed. Doing this gives the learners additional practice and review in indexing and coding, which is always valuable.

3. Or, the student may write each name on an individual card or slip of paper, then sort the cards alphabetically, and then place the drawer number on each card. The preparatory work is time consuming, but this procedure does give valuable additional practice in sorting. Note, however, that the students may do the preparatory work outside of class.

4. In class presentation, it is advisable to use some of the names (say, the first column) as a group drill or as individual practice in class, to be checked upon completion; then the names in the second column can be used for a test, for homework, or for some kind of competition. In any case, it is advisable to do the first 10 or 15 names with the students before they begin working alone.

One great convenience: Whenever results are not convincing, the teacher can very readily provide students with a separate list of duplicated names to be used with the drawing. The same list can be used in some of the subsequent exercises, too.

#### ■ Step 2: Simple Expansion—

The second step in learning to file in cabinets is to use drawers that are not simply one letter per drawer. The student is now given another diagram, as shown in Illustration 2, below which (not shown) is another listing of 80 or more names. This diagram is for a 35-drawer battery of cabinets. The "A" drawer has become two drawers, "A-AM" and "AN-AZ"; the "B" drawer has become two drawers, "B-BM" and "BN-BZ"; and so on.

At this point, many students will have difficulty in understanding the meaning of "A-AM" and "AN-AZ." To clear this up, the writer shows on the blackboard that "A-AM" includes everything beginning with the letters A, Ab, Ac, Ad, and so on through Am; and that "AN-AZ" includes everything beginning with An, Ao, Ap, and so on through Az. As each combination is placed on the board, the students are asked to supply names for each set of letters, as:

A	AAA Cleaners
Ab	Abbott Brothers
Ac	Acme Fast Freight
Ad	Adams Hats
Ae	Aero Associates

As suggested in the discussion under Step 1, it is wise to do the first 10 or 15 names with the class, to ascertain that they understand the idea.

A-AM 1	CN-CZ 6	F-FM 11	HN-HZ 16	LN-LZ 21	P-PM 26	SN-SZ 31
AN-AZ 2	D-DM 7	FN-FZ 12	I - J 17	M-MM 22	PN-PZ 27	T-TM 32
B-BM 3	DN-DZ 8	G-GM 13	K-KM 18	NN-NZ 23	R-RM 28	TN-TZ 33
BN-BZ 4	E-EM 9	GN-GZ 14	KN-KZ 19	N-NM 24	RN-RZ 29	U-V-W 34
C-CM 5	EN-EZ 10	H-HM 15	L-LM 20	NN-NZ 25	S-SM 30	X-Y-Z 35

Assume that you are a file clerk in charge of the file cabinets shown

**Illustration 2:** Second exercise sheet, also duplicated, shows a simple expansion of the alphabet into 35 drawers. In addition to the diagram, the duplicated sheet would include directions and a listing of names.

A-AF 1	BG-BM 6	D-DF 11	EN-EH 16	GN-JR 21	KN-KZ 26	MG-NM 31
AG-AM 2	BN-BR 7	DG-DM 12	ES-EZ 17	GS-GZ 22	L-LF 27	NN-NR 32
AN-AR 3	BS-BZ 8	DN-DZ 13	F-FM 18	I - J 23	LG-LM 28	MS-MZ 33
AS-AZ 4	C-CM 9	E-EF 14	FN-FZ 19	K-KF 24	LN-LZ 29	N-NM 34
B-BF 5	CN-CZ 10	EG-EM 15	G-GM 20	KG-KM 25	M-MF 30	NN-NZ 35

Assume that you are a file clerk in charge of the file cabinets shown

**Illustration 3:** Third exercise sheet shows a further expansion of the alphabet; 35 drawers now cover only "A" through "N" material. Again, sheet would include this diagram plus directions and problem names.

The assignment for the students may be in any of the four methods suggested in the discussion of Step 1. If students obviously need more coding or sorting, the second or third methods may be used; if those skills are fairly well established, the first method is adequate—and a lot quicker.

#### ■ Step 3: Further Expansion—

Step 3, in which the diagram in Illustration 3 is presented, with a new name list, provides experience with a further alphabetic subdividing—the 35-drawer cabinet battery now covers only through the letter N, for example; and the A's are in four drawers. The names in the listing, of course, are confined to the same letters that are covered in the drawing.

Discussion at this point includes

mention of the fact that each firm would, through necessity, develop its own letter distribution; many firms, for example, would find it impossible to put all the I and J filing in one drawer, as shown in the drawing. It may be necessary to call students' attention to the fact that the diagram stops with "NN-NZ" because there is no more room on the exercise paper.

The presentation should be similar to that for Exercise 2, with a blackboard summarization of some of the intervening letters in the drawer-letter groupings. Again, after solving some name problems with the class, the teacher may use any of the four methods for assigning the work.

#### ■ Step 4: Introduction to Folders—

With the student now understanding



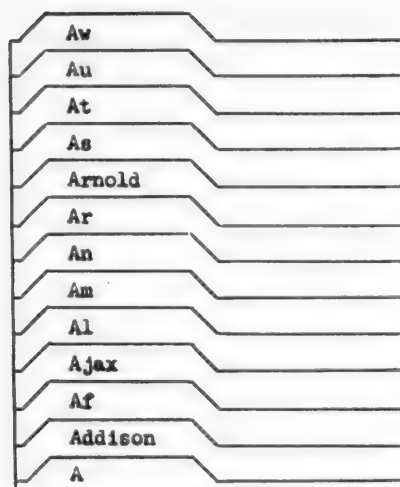


Illustration 4: Introduction to file guides is through this 13-division file of the letter "A."

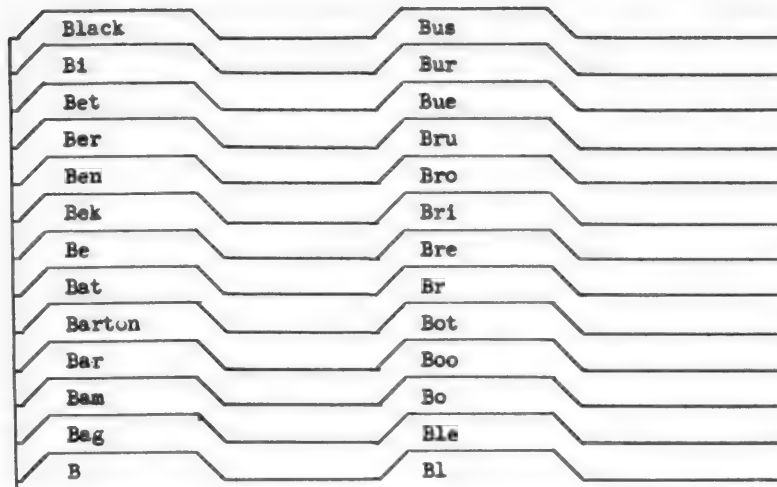


Illustration 5: Dividing the letter "B" into 26 divisions provides background for instruction on 2- and 3-letter guides. This diagram would be at top of exercise sheet, above directions and name list.

the general nature of drawer sequence, attention is shifted to filing *within* the drawer—folders are introduced.

Again, there should be a preliminary discussion of the physical characteristics of folders, guides, "cuts," "tabs," "suspension," and so on; then the next exercise sheet is used.

This sheet provides, at the top of the page, a diagram like the one shown in Illustration 4, with an appropriate listing of names below it.

This illustration supposes one drawer devoted exclusively to the letter A; and it is wise to mention this to the students, along with the fact that the filing problem would be the same were only a half or were three or four drawers devoted to the letter A.

It is possible to indicate a number for each folder tab, in addition to its letters, so that the pattern of giving answers as numbers might be continued. But the writer has found it wiser at this stage to have students write down, as their responses, the actual tab letter or letters on the folder in which they "file" their name-list problems.

Once more it is advisable to use the blackboard and to review with students the introductory letters that each folder contains. Thus, in the illustration, "A" includes A, Ab, Ac, Ad, and Ae (except for Addison's, all of which—and nothing else—goes in the special Addison folder); and the "Af" folder includes Af, Ag, Ah, Ai, Aj, and Ak (except for any Ajax letters); etc.

If time permits, it is possible to inject a more realistic touch at this point. Give each student 13 sheets of 8½-by-11 paper. Students should fold the sheets about 6 inches down the length across the width, to make them resemble file folders. Have the students identify each make-believe folder with one of

the guides shown in Illustration 4. Next, have the students write on cards or slips of paper the names to be filed, and then file each card in correct sequence in the proper folder. Preparation of the cards and folders can be assigned as homework to save class time.

When the students have completed the project, give practice in *finding* names: call off some of the names, challenging students to see how quickly they can find the correct card.

#### ■ Step 5: Using Three-Letter Guides—

The next step is to use a group of folders that is further expanded, as shown in Illustration 5, whose diagram shows the B file divided into 26 folders, most of which have three-letter tabs. Again, the exercise sheet provides the diagram at the top and an appropriate name listing at the bottom, as in previous exercises.

And, again, it is advisable to use the blackboard to clarify the contents of specific folders. Thus, in Illustration 5, "B" contains B, Ba, Baa, Bab, Bac, Bad, Bae, and Baf; "Bag" contains Bag, Bah, Bai, etc.

Again, the students should be aided with the first few problems; and assignments may be in any of the methods mentioned thus far. Having the class work with simulated folders and letters does provide more realistic practice in filing and the opportunity for practice in finding.

#### ■ Step 6: Further Guide Experience—

It is very easy to provide further expansion or parallel exercises for more practice in selecting correct folders; and it is advisable to give this further experience in order that students have some opportunity to work with more intricate problems and with more letters of the alphabet.

As his Exercise 6, the writer has

diagrammed the following tab order—

A	Br	Con	F
Am	Bro	Cr	Fli
Arm	Bu	D	G
B	C	Deg	Gil
Bef	Car	Do	Go
Bi	Che	E	Gor
Bon	Co	Elm	Gr

—which provides sufficient variety to serve as a general review and bases for diagnosis of difficulties.

Additional exercises, some going so far as to include some four-letter guides, should be provided and used until the students resolve their problems quickly, correctly, and decisively. The writer normally uses eight exercise sheets—the six mentioned and two more that are used as review and summary materials. Each exercise sheet should have its diagram at the top, its concise directions and its name list at the bottom.

#### ■ In Conclusion—

It is not difficult to prepare the exercise sheets on either hectograph masters or stencils; as soon as the format has been established, the teacher will find it easy to draft the exercise pages and then to give his draft to any advanced office-practice student to duplicate. The masters or stencils can be saved and used for many semesters.

The use of such exercises is an easy solution to the problem of orienting students to the use of real cabinets, guides, and folders. When the materials are carefully graduated in complexity and scope, as are the exercises illustrated here, students learn what there is to be learned. Theirs is a practical, *doing* activity. The work is readily reviewed, easily corrected. The project is manageable, interesting, and inexpensive.



THE AUTHOR, John C. Frakes, and Miss Gladys Kochmit, head of the business education department of Lincoln High in Cleveland, are shown reviewing the teacher's manual used in the "Proper Telephone Technique" course. The course includes the use of two telephone sets (one of which is shown), a loudspeaker, and an amplifier.

## "We Did Something about Correct Telephone Technique"

JOHN C. FRAKES, Board of Education, Cleveland, Ohio

**D**O YOU HAVE good manners on the telephone? Is your conversation efficient and pleasant at the same time? Does your voice smile when you answer the phone? Do you sound alert, wide-awake, and make people feel that it's a pleasure to talk with you? If you cannot truthfully answer "yes" to all these questions, then you, too, need some training in the proper use of the telephone.

Eight of ten homes in most American cities now have telephone service. Americans use the telephone almost as soon as they learn to talk, and they take telephone service for granted. Familiarity with the telephone, however, does not guarantee good telephone habits. Perhaps that is the difficulty. Many of us have grown careless in the use of this great household convenience and business necessity. It is easy to form bad telephone habits and bad telephone manners.

### ■ The Need for Training in School—

For a great many years, business and industry have gone to the Telephone

Company for assistance in their training problems. This work has been carried on by a group of girls called service consultants, provided by the company. The pattern of procedure followed in most instances was for the service consultant to talk with the head of the organization requesting help, and then, starting with the top management group, to train the entire organization.

• *It was only natural* that businessmen and industrial leaders asked what training the schools were giving and what the Telephone Company was doing to assist the schools in this very essential training. As a result of these inquiries, representatives of the Ohio Bell Telephone Company and the Cleveland Board of Education got together and planned the present program—"Proper Telephone Technique"—a course in telephone skills prepared by the service consultants with the cooperation of the English and Business Education departments and introduced in all twelve senior high schools of

Cleveland. While a limited amount of training in the technique of using the telephone has been given for some time in these schools, we agreed that more would be desirable. Businessmen seldom complained that the commercial graduate lacked skill in bookkeeping, typewriting, shorthand, or office machines, but a great many found fault with the way they used the telephone.

### ■ The Course Includes—

• *A Demonstration Set.* The demonstration set is a compact unit housed in a case about the size of an ordinary movie projector. It consists of an amplifier, speaker, and two energized telephone sets equipped for manual ringing, each connected to the amplifier with a 25-foot cord. Another 25-foot cord supplies 110 Volt A.C. power. The unit provides normal two-way telephone conversation between the instruments. The conversation is amplified and broadcast through a loud speaker so that the entire class may participate in group discussions of techniques. While not a necessity, a recorder is a

great aid to the group discussions. Any make of wire or tape recorder may be used to record the conversations.

• **A Teacher's Manual.** The teacher's manual consists of seven sections totaling about 100 pages, including practice case material. This material, provided in sections IV, V, and VII, consists of actual cases encountered by the service consultants while working in the field. The cases illustrate conversations in many different business situations. It was decided to have both the wrong and right way enacted by the students who play the roles in the skits. The wrong way is presented first; then, if a recorder is used, it can be played back. This method eliminates any embarrassment on the part of those participating and allows them equal opportunity with the rest of the class to discuss and criticize the demonstration. This discussion of the mistakes enables the students to understand why it is important to do it the right way.

The entire manual is set up on three-hole loose-leaf paper, with the sections and practice case material tabbed in different colors for quick reference. More case material can be provided if necessary. There is also plenty of room for the instructor's notes. (Note: See the Table of Contents elsewhere on this page.)

• **A Student's Handbook.** The student's handbook follows the order of the teacher's manual, although the format is quite different. The material is easy to read, and there are numerous photographs of teen-agers using the phone. It is an attractive, well-illustrated booklet, 36 pages long.

#### ■ Classes Using the Material—

We plan to use the equipment and Sections I-VI of the manual in the general business classes. Section VII will be used in advanced stenography or secretarial classes. In order that all business education majors may take the training, it will also be given in the office practice classes of some schools. Business English classes will use parts of the manual, stressing the section on tone of service. This material and equipment was so enthusiastically received by the entire faculty of the schools where it was demonstrated that many of the academic teachers expressed a desire to use it also.

#### ■ Results—

The vocational values of this course will be realized almost immediately, for the pupils who have had this training should be much more capable employees, whether on a regular or a part-time basis. Those who take the course will undoubtedly develop a greater consciousness of telephone habits and manners and a sensitivity that should result in raising the general level of telephone usage in the community.

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# A NEW COURSE

by M. Fred Tidwell

for in-school training of

*Audograph Secretaries*



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## I. Transcribing Machines: A Program for Improving Instruction on Them

**N**OT SO MANY years ago, transcribing letters by machine was a trying experience. The machines were clumsy and ugly, the earphones were heavy and uncomfortable, and the sound reproduction was fuzzy and sometimes genuinely difficult to understand. It was not easy to produce mailable copy. Learning was difficult.

Such ineffective and uncomfortable equipment is now a thing of the past in modern offices and, happily, is becoming a thing of the past in schools. The design and appearance of new transcribing equipment is compact, functional, pleasing to the eye. The old-fashioned, fragile black cylinder has been replaced with light and durable plastic discs or belts, or by wire or tape. The earphones are light and comfortable listening devices; some transcribing machines use a soft-speaking loudspeaker built into the machine, in lieu of earphones. Electronics and technological improvements have given us exceedingly clear reproduction. It is much easier, now, to turn out mailable transcripts; it is much easier, too, to give instruction in the use of the transcribing machines.

### ■ A Three-Front Program—

At San Francisco State College, we have attempted to develop a training program that matches our new equipment in efficiency and effectiveness. To date, our progress has been on three fronts.

*First*, we have tried to provide an appropriate physical setting. We believe it is conducive to better achievement to provide instruction in an officelike atmosphere.

*Second*, we have tried to smooth the orientation to and instruction in the machine operation by arranging an instructional schedule that makes it possible for the teacher to give personal instruction to every student—this, despite the fact that the training in transcription is given as one of several facets of an office-machines course conducted on the general rotation plan.

*Third*, we have attempted to collect data about production standards for machine transcription in order that our students may be aware of—and attempt to meet—the standards established by business for this skill.

At this writing, we are much further along with steps one and two than we are with step three.

### ■ Physical Facilities—

We are fortunate in our physical plant. San Francisco State College has just moved to a new campus, and the new business-training quarters have been built to teacher-developed specifications.

Our office-machines classes are held in a four-room suite that includes (1) a model office, (2) an adding-calculating machine laboratory, (3) a duplicating laboratory, and (4) a voice-transcription room. The course in office machines is required of most of our business and business-education students. The first semester's work is offered at a familiarization-skill (rather than vocational-skill) level.

The transcribing laboratory is a relatively small, sound-proof room that is glassed in on three sides. One bank of windows is the outside wall; the other two look in on the adjacent rooms of the suite. The fourth wall is taken up by built-in cabinets for storage or for holding equipment awaiting repair. The room is somewhat like a miniature version of the big transcription pools found in some of our larger business offices.

The laboratory has eight student stations, each of which is equipped with (1) a regular, office-type transcriber-typewriter desk, with a transcribing machine base and a drawer for storing records; (2) a typewriter; (3) a posture chair; and (4) a transcribing machine. Both new and older types of transcribers are used; each of the makes is represented.

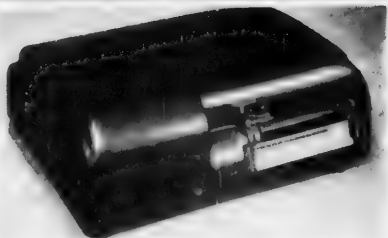
A work table for collating and organizing materials is also provided. The room is designed to use to the utmost all available space, but still to leave space enough for the instructor to get around easily for individual supervision and instruction.

In brief, we have done all possible to create an optimum learning environment. The room and its equipment is, except only for one or two older-model machines, the equal of fine, modern offices. The atmosphere is there; and it creates a professional aura, gives a feeling of importance to what is practiced in that room, serves to make standards meaningful. It is real, genuine, vital.

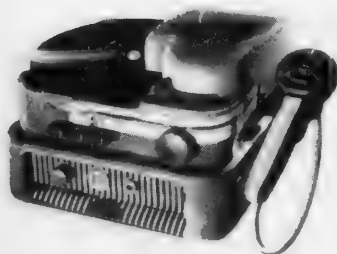
### ■ Personalizing Instruction—

Like the programs of training in so many schools and colleges, our first program was based mostly on

**DR. GEORGE W. MADISON**  
San Francisco State College  
San Francisco, California



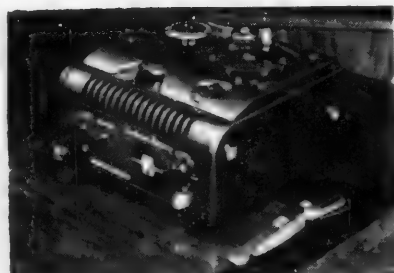
Dictaphone



Audograph



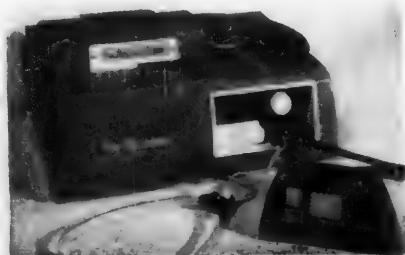
Edison



Webster-Chicago



SoundScriber



Rex

"letting" students use the practice records and text-manual exercises developed by the machine manufacturers. But we changed our program, for it did not meet adequately the difficulties that our students had in adjusting to the new skill.

We recognized that learning to operate the equipment efficiently is essentially an *individual* learning process and that *individual* practice is the key to building a real skill in machine transcribing. Our problem was to develop a program that would permit adequate *individual* effort, yet somehow to provide—even in a rotation-type of office-machines course, in which the teacher has to be everywhere at one time—personal coaching for the initial approach to the machine and personal supervision for subsequent skill-building practice on the machine.

The problem is different from the use of other machines in the office-machines laboratory. We had found, as have so many others, that it is quite possible to introduce a small group of students (a rotation unit of five or six, for example) to other machines in a group presentation—to the adding-calculating machines, for example; and to a duplicator. But group instruction did not prove to be practicable for the transcribing machines.

The *eye-hand* co-ordination of operating a duplicator or calculator is different from the *ear-hand* co-ordination involved in operating a transcribing machine. The first can be watched by a group; the techniques can be demonstrated. The second must be experienced, must be undertaken. We found that two students, seated side by side, were the most that one instructor could efficiently orient to a transcribing machine at one time.

So, we revised our office-machines rotation plan so that the students advanced to their transcribing-machine unit in pairs—

Class Session	Mach. 1 & 2	Mach. 3 & 4	Mach. 5 & 6	Mach. 7 & 8
1	Pair A			
2	Pair A	Pair B		
3	Pair A	Pair B	Pair C	
4	Pair A	Pair B	Pair C	Pair D

—so, just two students have to be instructed at a time. This arrangement makes personal coaching possible for the period of initial orientation.

On the first day of instruction, the teacher sits with the two new students and goes through the entire procedure for and with them. If an adjoining machine is vacant, the teacher and students do the familiarization routine together.

A record or cylinder is inserted in the machine. The listening device is put on. The controls are explored, so that the students understand their location and purpose. Part of one record or cylinder is heard. No typing is done during this listening and control-operation phase.

When the two students appear at ease, the instructor demonstrates the typing procedure and coaches the students' initial attempts. Then the learners are left to proceed with the transcription of several practice cylinders or records.

Periodically, the instructor returns to check the need for further familiarization or instruction, to answer questions, and so on. After students have had their introduction to the machine, they are helped also by the more experienced students in the laboratory.

We believe that we have achieved what we wished: gotten the students off to a correct and smooth start, by personal coaching; and given them adequate individual practice, by using manufacturers' materials under attentive supervision.

#### ■ Machine Transcription Standards

Production standards for machine transcription are not generally available. The Edison Company, in one of their unpublished national surveys,

reports a national average transcribing speed of about 14 to 16 words a minute for an hour. Since the average number of words on a record or cylinder is 600 to 700 words, the survey indicates that average accomplishment is about one cylinder an hour.

The National Office Management Association, in their *Survey Summary No. 10* on vocational requirements for beginning office jobs, reports a 1950 standard of  $\frac{3}{4}$  cylinder an hour and urges development of higher accomplishment—1 cylinder an hour, say, by 1953, and  $1\frac{1}{2}$  cylinders an hour by 1960.<sup>1</sup>

Like other institutions, ours hopes to develop additional localized standards. At present, such development is still in the planning stage; but this fall our students doing exploratory work in area offices will try to ascertain on-the-job standards and report them to us.

We believe that it is important for the learner being trained on a transcription machine to be aware of the accomplishment standards normally achieved and expected. Our discussions of standards has uplifted our students' personal goals and achievement considerably; and recruiting students' aid in obtaining accurate local figures has done much to stimulate both interest and accomplishment in voicerecording.

■ So, In Summary—

We are far from satisfied, of course; but we feel that we are making good progress toward an adequate transcribing-machine program through constant attention to what we believe are the three fundamental influences—the environment in which practice is undertaken, the improvement of instruction through provision for personal coaching, and the establishment of recognizable and reasonable practice goals.

<sup>1</sup> National Office Management Association, *Survey Summary No. 10*, "Vocational Requirements Containing Suggested Standards for Beginning Office Jobs," 1950, page 12



## II. Transcribing Machines: For Shorthand Practice

**T**HE SECRETARIAL program in our college includes dual use of our transcribing machines. They are used in the usual way to give practice and experience in machine transcription, as part of our secretarial-practice course; they are used also as "voices" for dictation in our advanced courses in shorthand.

■ In the Beginning—

Our pioneering in the use of the machines for dictation purposes began nearly five years ago. We developed a "file" of recorded dicta-

tion and permitted students to put records on whichever transcribing machines were not in use by other students and write in shorthand the dictation they heard.

Many values resulted. The novelty alone invited considerable extra practice. Students who needed extra practice, whether because they had missed class or were lagging, could get the dictation they needed by coming to the machines laboratory during their free time. Students could repeatedly practice any one particular take far oftener than an instructor's stamina or patience might permit.

Correlation of the recorded takes with daily textbook work made homework easier to do and to make

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THE DICTATION STATION consists of a shelf 30 inches high and 18 inches wide (covered in Tex-O-Lite), one Gray Audograph transcribing machine, five listening-posts, and five pendant-style earphones that have individual volume controls. Using recorded dictation on Audograph discs, advanced students practice their homework from dictation instead of by copying plates.

up. Providing numerous five-minute takes at different speeds enabled learners to achieve those speeds sooner and to advance at their own pace; the recorded dictation made "individual dictation" truly possible.

But, valuable as the procedure was, it was handicapped in some regards. Students who wished to take dictation had to wait until the secretarial-training students had left the transcribing machines. Our recordings had to be for different makes of machines. Practice was *too* individual; being able to stop the recording and have it repeat a portion encouraged students to do precisely that, thus canceling the pace of dictation.

#### ■ Our New Installation—

We often wished that we were able to provide the dictation practice without "dodging" the other students, without students being able to use stop-and-start mechanisms, and with a single set of standardized recordings. So, when a new secretarial-practice laboratory was designed and installed recently, we provided in one corner of the laboratory the "dictation station" shown above.

We have one machine, a Gray Audograph (although any modern machine could be used for the same purpose), set up in the corner. The

stop-and-start mechanism has been removed; once a record is started, it keeps going. By a wiring circuit in the wall (any electrician could install such wiring), connection is made to five plugs; so, five students can hear the same dictation at the same time. Pendant stethoscope-type earphones are provided.

The shelf is 30 inches high, 18 inches wide, and covered with black Tex-O-Lite, which presents an attractive appearance, gives a good writing surface, and resists ink. The students face the wall as they practice, an arrangement that eliminates distraction by other activities in the room. (Slim-Line fluorescent lighting furnishes adequate light to brighten every corner of the whole room.)

Suspended from the shelf is one large drawer (8 by 8 by 18 inches), in which the Audograph discs are filed in labeled envelopes; and three shallow drawers (16 by 16 by 2½ inches), in which the earphones are kept. All drawers have locks.

There are five Cramer posture chairs—not because posture chairs are essential, although they are good, but because the entire room is equipped with such chairs.

In a nearby cupboard is a bottle of denatured alcohol and some cotton so that students may clean the

earphones before they are reused.

#### ■ Using the Dictation Station—

When the advanced student comes to the Dictation Station, he is already familiar with taking recorded dictation, for the Webcor Tape Recorder is used in our intermediate shorthand classes. It is used for repetitive class dictation, with volume turned high; and for individual or special group dictation, with volume turned low. So, the advanced students feel no strangeness in the new situation.

(Why not use such a machine in the advanced course, too? It could be, of course, if it were set up in a room where no other activities were being conducted. In most classrooms, however, as in ours, other activities *are* being conducted—students are operating duplicators, are using other transcribing machines or calculators, or are having a group discussion—and these would be interfered with if the tape recorder were used, no matter how low the volume might be. Moreover, when using pendant earphones, which have individual volume controls, each student can adjust the volume of the dictation to suit himself.)

The students come to the station. The first one there selects the record for that day's lessons. He puts it on the transcriber. He gets his ear-



phones from a drawer, as do the other students, and puts them on. He starts the record and lets it play for a moment while he and his associates adjust their volume controls; then he starts the record over, and the students begin writing.

It is evident that there is one drawback: the five students are forced to work at the same rate. This has been offset to some extent by making five-minute takes at many different speeds available for practice at any time on any of the other Audographs in the room that may not be in use when a student wishes to practice; many times students use these takes after they have completed their practice on the lesson-correlated discs. We have found that the competitive spirit engendered when two or more students undertake a record side by side more than makes up for the disadvantage of "one-rate dictation."

#### ■ The Station and the Program—

Our advanced class uses *Gregg Transcription Simplified*, by Leslie and Zoubek. The class meets three times a week; so, two lessons are assigned for each class meeting—remember, this is a college group. Our Audograph discs can be used on both sides; each holds 15 minutes of dic-

tation. The teacher records the first lesson on one side of a record, at a rate suitable for most of the students,<sup>1</sup> and fills out the side by re-dictating as much as possible of the same material at a rate about 20 words a minute higher. Then he similarly dictates the material of a second lesson on the reverse side.

As the course progresses, naturally the basic rate at which the dictation is recorded gradually increases.

Students use the material in the text as out-of-class practice in preparation for the dictation that is given in class, in accordance with the authors' plan for the book. The directions given the students are:

1. Read the *word lists* in the text until you can read them fluently; then write them from the dictation on the record. If you have difficulty, refer to the text, learn the word, and repeat the word list from dictation.

2. Read the *shorthand plates* in the text until you can read them fluently. Refer to the key [which is made available] if you do not know a word. Practice the material from dictation until you can write it easily.

Thus, the student uses the Dictation Station as an integral part of

<sup>1</sup> Because the text material is copyrighted, permission to record it is required; Miss Duckwall obtained such permission.

doing his out-of-class preparation. Instead of copying from plates all the time, he does his practice from dictation—a much more pleasant way, a quicker way, a more effective way at this stage of the student's development in shorthand skill.

It is noteworthy, then, that our Dictation Station is more than a convenience for supplementary or extra dictation, although it does serve those ends of course. It is really an audio approach to homework—and since installation of this equipment we have had no "homework problem."

#### ■ So, In Summary—

By installing a Dictation Station with one transcribing machine and five listening-post outlets, we have developed a greatly improved program of shorthand instruction. We have not made a statistical study of the results; none is necessary—the difference is evident.

The improvement resulted from our developing an audio approach to homework and from making available to our students ample opportunity for them to do as much supplementary, developmental extra practice as their zeal and needs impel.

## III. Transcribing Machines: If You Cannot Buy Them, Rent Them

**M**OST OF US would like to have our cake and eat it, too: we would like to buy fine equipment for our office-machines and secretarial-practice laboratories, and yet have the money for other uses. But it's like having a home; if you cannot afford to buy one, you rent it. So it is with transcribing machines—if your school budget won't permit buying them, rent them. It is no longer justifiable for a school to be without such equipment.

Finances permitting, it is obviously better to own your own equipment, and less expensive in the long run. Still, there *are* certain compensating features in renting the equipment. You usually get new machines each year. The manufacturer's dealer usually services them regularly and without cost. You do not have to rent the machines longer than you

need them for the number of students you are training. You get continuous help and attention from the local dealer.

Practice as to renting versus buying varies widely. Some large cities that have their own equipment-repair service prefer to buy their transcribing machines, on the basis of economy—a three-year rental will just about equal the cost of a machine, and of course any machine will last longer than three years—and because the student enrollment

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is large enough for continuous use of all the machines.

In all cities and towns in which school budgets are hard to stretch, business teachers find the administrative ear much more responsive to an annual plea for \$100 to rent a machine for a school year than to a once-in-a-while plea for \$300 to buy the same machine. And, of course, many schools, regardless of the financial situation, *prefer* to rent the machines in order to get the new models and free servicing.

Actually, most business teachers have to decide on the dual basis of finances and schedule—to use an extreme illustration, obviously it would be foolhardy to buy a machine to use for training just one or two students in its use, when the machine could be rented at a low cost for the short period involved.

#### ■ What Machines to Rent?—

The number of voice-writing machines on the market has increased greatly in the postwar years. In practice, all of them are recording machines, in that they can take down and preserve the human voice, whether they are of the wire, or disc, or belt, or tape, or cylinder type; and whether they are magnetic, electric, acoustic, or electronic. All recording machines *can* be considered dictation machines.

But to business teachers, a proper dictating-transcribing machine is one that permits efficient transcription at the typewriter. This means that the transcribing unit must have some kind of stop-start-repeat control by which the typist regulates the playback speed.

Using the need for such a control as a criterion, the scores of recording machines on the market are reduced to fewer than twenty that can be called true dictation-transcription machines. Other kinds of recorders are, of course, useful in the school; a wire or tape recorder of any kind can be used for special dictation in shorthand classes, for example, and for many other purposes in business classrooms. But only those with start-stop-repeat controls are truly dictation machines.

The following is a list of manufacturers whose machines are distributed nationally for use in business dictation and transcription. The six firms identified by asterisks (\*) have rental plans of some kind, as described on the facing page.

\*American Dictating Machine Co.  
65 Madison Avenue  
New York 16, New York  
("Rex Recorder")

Amplifier Corporation of America  
396 Broadway  
New York 13, New York  
("Electro-Magnemite")

Ampro Corporation  
2835 Northwestern Avenue  
Chicago 18, Illinois  
("Ampro Tape Recorder")

Crescent Industries, Inc.  
5900 West Touhy Avenue  
Chicago 13, Illinois  
("Steno-By Crescent")

\*Dictaphone Corporation  
420 Lexington Avenue  
New York 17, New York  
("Dictaphone Time-Master")

\*Edison, Thomas A., Inc.  
51 Lakeside Avenue  
West Orange, New Jersey  
("Edison Voicewriter")

\*Gray Audograph, Inc.  
521 Fifth Avenue  
New York 17, New York  
("Audograph Soundwriter")

\*Magnetic Recording Industries  
30 Broad Street  
New York 4, New York  
("Voice-Master" Series)

Peirce Wire Recorder Corporation  
1328 Sherman Avenue  
Evanston, Illinois  
("Peirce 260")

Pentron Corporation  
664 North Michigan Boulevard  
Chicago 11, Illinois  
("Dictorel")

Revere Camera Company  
320 East 21st Street  
Chicago 16, Illinois  
("Revere Magnetic Recorder")

Scribe Corporation  
2835 North Kedzie Avenue  
Chicago 15, Illinois  
("Permoflux Scribe")

\*SoundScriber Corporation  
146 Munson Street  
New Haven, Connecticut  
("Tycoon," "Lady Tycoon")

Webster-Chicago  
5610 West Bloomingdale Avenue  
Chicago 39, Illinois  
("Webster-Chicago")

Webster Electric Company  
Racine, Wisconsin  
("Ekotape")

In addition to the foregoing, there are, in many parts of the country, manufacturers of new dictation equipment that is distributed only locally.

#### ■ Rental Plans for Schools—

There are rental plans of many kinds. Strictly speaking, a rental plan, to be of value, should be tailored to school needs; of the six described, only four fall in this category—but many companies are expressing interest in such plans.

One important aspect that should not be overlooked is the autonomy of the local distributor. Often a rental plan can be worked out with a local distributor even though the company for which he is a dealer has no national rental plan.

Because many offices wish to try out dictation machines before purchasing them, most distributors have some plan whereby a businessman may rent a machine for a month or two and apply the rent toward the purchase, if and when he decides to make it. It is not difficult to persuade the local distributor to adapt this plan to the school's needs. He is not interested in the money he may make through school rentals, for he probably must take a loss; but he is interested in the produce preference of graduates of the school. It is no accident that the machines best known and most widely used are those with school-service plans.

#### ■ Special Training Materials—

As the listings on the opposite page indicate, four manufacturers have prepared materials for formal programs of training operators—Dictaphone, Edison, Gray, and SoundScriber. The materials of the last two are very new.

All such programs conform to an obvious pattern. There must be a textbook and a series of practice records. The first two or three records are simple and include hints to the operator; the others are for skill building, with graduated length and speed and general complexity in the dictated material. The last record is usually a test, and students may win a certificate of proficiency by meeting standards on the test. The materials are available, of course, whether the machines are rented or whether they are bought.

You can determine the name of your nearest distributor by looking in the classified telephone book or by writing to the manufacturers.

# Rental Plans for Transcribing Machines

## Dictation Equipment: *The American "Rex Recorder"*

1. **Manufacturer:** American Dictating Machine Company, 65 Madison Avenue, New York 16, New York.
2. **Type Machine:** Uses discs. Records magnetically.
3. **Purchase Prices (list):**  
Dictating unit, with microphone.....\$265.00  
Transcribing unit, with headset and footpedal 265.00  
Combination unit, complete ..... 300.00
4. **Rental:** Designed for office try-out but applicable to schools, \$30 a month for each unit. Usually only three months' rental may be applied to purchase of unit.
5. **Training Materials:** None at present time (1953).
6. **Local Distributor:**

## Dictation Equipment: *The Dictaphone "Time-Master"*

1. **Manufacturer:** Dictaphone Corporation, 420 Lexington Avenue, New York 17, New York.
2. **Type Machine:** Uses plastic belt. Embosses electrically.
3. **Purchase Prices (list):**  
Dictating unit with microphone.....\$340.00  
Transcribing unit with hearing device and backspacing control ..... 340.00
4. **Rental:** Special school-rental plan, \$9 a month for each unit. Minimum rental period is three months. This rental applies to schools within immediate delivery area of local Dictaphone office. Within 100 miles of local office, rental is \$10.50 a month. All machines and supplies are new and are replaced each month. Regular mechanical inspection service given at customary intervals.
5. **Training Materials:** With each installation goes all educational accessories needed: textbook, 18 permanent practice Dictabelts, teaching aids, and final test Dictabelts. A portfolio of teaching aids is presented to each school, and instructor may select and request any of these aids in amounts needed for student use.
6. **Local Distributor:**

## Dictation Equipment: *The Edison "Voicewriter"*

1. **Manufacturer:** Thomas A. Edison, Inc., 51 Lakeside Avenue, West Orange, New Jersey.
2. **Type Machine:** Uses vinylite discs. Records electrically.
3. **Purchase Prices (list):**  
Dictation unit (portable).....\$332.50  
Dictation unit (standard)..... 375.00  
Transcribing unit and accessories.... 355.00  
Combination unit and accessories..... 355.00
4. **Rental:** For new disc equipment, \$20 a month for each unit; for older acoustic equipment, \$10 a month. Generally, the first three months' rental can be applied toward purchase. Regular servicing included in rental price.
5. **Training Materials:** With installation, schools receive free the following materials for either disc or acoustic equipment (prices are for extra materials):  
1 Set of 18 practice records.....\$54.00  
1 Student textbook ..... 3.00  
1 Teacher's manual ..... 3.50  
1 Set of letterhead pads ..... .85  
1 Set of Qualifying Tests .. . . . . .65
6. **Local Distributor:**

## Dictation Equipment: *The Gray "Audograph"*

1. **Manufacturer:** Gray Audograph, Inc., 521 Fifth Avenue, New York 17, New York.
2. **Type Machine:** Uses vinylite discs. Records electrically.
3. **Purchase Prices (list):**  
Executive-model dictating unit .....\$291.07  
Microphone and accessories for above..... 34.80  
Secretarial transcribing unit ..... 263.34  
Accessories for above ..... 38.75  
Master combination unit ..... 302.75  
Dictating accessories for above ..... 34.80  
Transcribing accessories for above..... 38.75
4. **Rental:** Special for schools, \$8 a month for each unit, with a minimum rental period of three months. Some dealers accept rental fee toward purchase price. The rental fee includes all regular servicing.
5. **Training Materials:** Issued new in 1953, usually sold to the school for its permanent ownership:  
Set of practice discs .....\$1.75  
Set of instruction books ..... 3.75
6. **Local Distributor:**

## Dictation Equipment: *The Magnetic "Voice-Master"*

1. **Manufacturer:** Magnetic Recording Industries, 30 Broad Street, New York 4, New York.
2. **Type Machine:** Uses discs. Records magnetically.
3. **Purchase Prices (list):**  
Dictating unit .....\$194.50  
Transcribing unit ..... 197.50  
Combination unit ..... 254.50
4. **Rental:** Designed for office try-out but applicable to schools, \$25 a month for each unit. At present, dealers allow business offices only one month rental, but some dealers are converting plan for local schools. Generally the month's rental is applicable on purchase price.
5. **Training Materials:** None at present time (1953).
6. **Local Distributor:**

## Dictation Equipment: *SoundScriber "Tycoon" and "Lady Tycoon"*

1. **Manufacturer:** SoundScriber Corporation, 146 Munson Street, New Haven, Connecticut.
2. **Type Machine:** Vinylite discs. Electronic recording.
3. **Purchase Prices (list):**  
Dictating unit ("Tycoon") and accessories....\$333.00  
Transcribing unit ("Lady Tycoon") and accessories ..... 304.20
4. **Rental:** No national rental plan yet, but there may be one soon; some local offices already have own rental plans. In Los Angeles, for example, the local dealer rents units to schools at \$10 a month for each unit, with first three months' rental applicable to purchase price.
5. **Training Materials:** Newly issued, a complete kit of training aids that may be purchased for \$11.75. Materials include (prices are for extra materials):  
1 Set of 10 practice discs (20 sides).....\$6.70  
1 Teacher's manual ..... .70  
1 Student workbook, letterheads..... .80  
1 Student textbook and instruction manual... 1.60  
1 Individual training disc, replacement ..... .75  
1 Wooden storage case to hold discs.. . . . 1.40  
1 Certificate of Proficiency ..... .05  
1 Certificate holder (case) ..... .30  
Blank discs for recording, per hundred..... 9.00
6. **Local Distributor:**



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Just an endless belt of post-card size—but it has changed the habits of business executives, doctors, lawyers, writers, heads of states and nations!

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All your ideas about machine dictation will be changed by TIME-MASTER, masterpiece of Dictaphone Corporation, the industry's pioneer and specialist in dictation machines, methods, services.

that made the TIME-MASTER possible, is an "executive express" for ideas and information. With *Dictabelt* and TIME-MASTER, you are master of the three "R's" of business communication: Remembering, Reporting, Reviewing.

*Dictabelts* produce uniform, voice-perfect recordings... have no distortion zones... don't have to be resurfaced or used on both sides to make them economical.

*Dictabelts* are the *easiest* recordings to transcribe accurately, rapidly. Secretary gets automatic, uniform backspacing; instant control of speed, volume, tone of voice.

Today's completely trained secretary is expected to be proficient in machine transcription. Mail coupon for full details of the Dictaphone SCHOOL RENTAL-AT-COST PLAN—the complete training course in TIME-MASTER transcription.

### SEND COUPON NOW!

DICTAPHONE CORPORATION, Dept. BW 103  
320 Lexington Ave., N. Y. 17, N. Y.

I would like to have more information about the Dictaphone SCHOOL RENTAL-AT-COST PLAN and the Business Practice Course.

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If you want to make your subject "come alive," try using projects, for . . .



# Projects Make Consumer Studies More Interesting to the Student

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ONE ESSENTIAL to vital teaching is making a subject skip off the pages of the textbook and "come alive." The textbook is needed—as a guide, a foundation, possibly a final authority. But the role of the teacher is like that of a play director—he must make the text material take on the aspects of reality.

• A good text will suggest many teacher helps that add to the richness of class discussion and that encourage student participation in problem situations that give the subject matter personal importance. But it is often a question of trial and error when the teacher must decide which textbook project or "help" can best be used in each teaching situation. Our experience with various types of class projects in a Consumer Problems class leads us to offer a guide to other teachers who would like to avoid fumbling through a trial-and-error selection.

• Our teaching situation is, perhaps, a little different from that found in most schools, for ours is a very large high school, with many youngsters in each class and with

many community business centers from which to draw information. Yet we feel that our experience can be paralleled in both small and large classes, and in both rural and urban communities. The timing element may vary with the type of school—the large class must follow a faster-paced schedule than the smaller class, which can enjoy a more leisurely approach to the problem; and the rural school classes may have specific interests that differ from those of city classes—but all youngsters can apply these techniques to their own interests.

• *Four and One.* One problem of the Consumer course teacher is to find time for the use of activities or projects that can animate the subject. We have found that one day a week, set aside for special projects, allows for a change of pace that is refreshing to both teacher and student. We provide for four periods of "regular" work and one period of project work.

By careful budgeting of time, any teacher can direct the required textbook study for the week so that it is completed in four days. Thus, a real need of the students is met—time for doing interesting work within the boundaries of the class, without the familiar complaint, "But I don't have time to do all this work after school."

• *We have found six types of projects* to be of greatest use. They may be used singly or in combinations of two or three, depending upon the size of the class and the budgeting of available time.

## ■ Project Type 1: Consumer Current Events—

The Social Studies Department has long used an activity period set aside for the study and discussion of current events. Well, *all* the Consumer Problems course is composed of current events! Subject matter in business courses is the very essence of daily living, particularly in Consumer Problems, since the student must never lose sight of the fact that he—that everyone—is a consumer. Too often, the typical teacher neglects the "current" aspect of Consumer Studies.

We have found it most stimulating, for both teacher and student, to gather facts from the newspapers, a colorful and dynamic adjunct to the use of textbooks.

In using current events as project material, we found that oral reports given by individual students, covering factual information that our reporters found in the news-

Some projects combine both consuming and researching . . .



papers, were of general interest and value to all students. Sometimes, as a variant, the teacher may direct each student to gather clippings assigned on matters of consumer interest, to present them in booklet form, and possibly to write a short commentary on each item in order to exhibit the fact that he has assimilated the

knowledge the item contains. The local newspapers of any city or town will have daily items of consumer interest, from the cost of milk in the local dairy to the removal of national price controls.

#### ■ Project Type 2: Analysis of Labels—

A project concerning labeling is always of interest, because it is dramatic and because the ready availability of source material makes label study a convenient and satisfying project for the student. Various aspects of labeling might be "followed through." For instance, examples of scientific labeling under government supervision might be gathered by each student and presented in scrapbook form; or, examples of poor labeling might be contrasted with good labeling for similar products. Labeling methods in specific industries might be the subject of a project booklet—the dry-cleaning, laundering, textile manufacture, shoe, or food industries, for example.

#### ■ Project Type 3: Advertisement Review—

Since the study of advertising purposes, procedures, and displays is an important part of consumer studies, it is fortunate that so much material is available to any student who is stimulated to an interest in preparing a scrapbook on advertising methods, techniques, or appeals.

For the statistically minded student, a study of advertising results, gathered from the excellent surveys presented in the textbooks, makes a worth-while individual project that he may perhaps present to the class in oral digest form.

Looking for examples of many different types of advertising appeals in magazines and newspapers is not only of general interest to the student, but often is the cause for much hilarity.

Television and radio commercials, too, form the basis for a useful (and often amusing) study that calls attention to the fact that advertising is very much a part of our daily lives.

#### ■ Project Type 4: Community Inquiry—

The business people of the community, if approached diplomatically, are unfailingly co-operative with the student who is seeking information about the relationship of the consumer—the customer—to various but specific businesses.

Merchants often lend students samples of products to use in displays or as graphic examples to illustrate a classroom talk. A distributor in our area, for example, lent a student a whole garbage-disposal unit to illustrate his report on the subject of "How Science Is Aiding the Consumer." The student was very proud of his exhibit and, of course, returned it to the distributor undamaged. Banks, savings-and-loan associations, and finance companies in our community have willingly provided samples of their record forms for the use of students who have chosen to prepare reports on the services offered to the consumer by such institutions.

The number and types of reports developed through community inquiry, whether oral or written, will be limited only by the number and kinds of businesses and industries in the community.

#### ■ Project Type 5: Reports on Consumer Counsel—

The consumer magazines, available in the school library or by class subscription, offer an unending supply of articles of consumer interest. A student may study an article that affects his particular hobby or interest, and give a digest of the information as an oral report. This enables the class as a whole to profit from his individual study.

We make frequent use of "Consumer's Research Bulletins" and "Consumer's Union Reports." These, and "consumer" material in magazines, are particularly valuable because they show the students that the consumer is gaining importance as a person. They also offer the students something to attract each individual's taste—mechanical subjects for the boys, "glamour" or home-making subjects for the girls.

#### ■ Project Type 6: Product Analysis—

Analyzing product samples in class always provides an interesting session. We do not have the equipment for chemical analysis, but the student can learn about many useful tests that the consumer can apply in everyday buying practice. For instance, in studying "thread count," students may bring pillow cases of varying qualities to class; and a discussion of high and low thread count is illustrated by the actual difference in the "feel" of the materials. New bed linens may be



Product analysis  
can be done  
out of class

brought to class, and the students can apply rubbing and moisture tests to see whether or not the manufacturer has used a "filler" to give an inferior product the appearance of a high thread count.

In studying shoe construction, students may bring (or wear) to class shoes that exemplify each of the various types of shoe construction, such as the welt, the McKay, etc.

The distinction between standardization and grading is one that is often difficult for the student to grasp. Here, too, the use of the actual product (apples, for instance) aids in bringing about complete understanding. The class sets up its standards: first, in a spirited class discussion, with the teacher acting as moderator and inscribing the results on the chalkboard; then, with the standards (which the class now realizes are measures of quality) graphically set before them, the students can actually grade the product, sorting the apples into the proper "class."

• *There are many other types of classroom activities and projects that are useful in the teaching of Consumer Problems, but the preceding six are practical in operation, interesting in performance, and—best of all—really do make the subject "come alive."*



A SECTION of the transcription room is set up to simulate an actual office situation. Here the "ideal" stenographer is given an opportunity to practice dictation, typing, and transcription as encountered in a regular business office.

## My Favorite Devices for Teaching Transcription

**T**HE JOB of the transcription teacher is to fuse the knowledge of English, shorthand, and type-writing into a marketable skill. To do this calls for a great deal of resourcefulness. We like to make the transcription class as nearly as possible like the actual working conditions the student will face on the job. Although the idea is not entirely new, the approach we use at Phoenix may be helpful to others.

### ■ Throw Away the Crutches—

It is a common shortcoming of typing students to lean on the crutch too long. For example, many advanced typing students actually continue counting the line spaces down on the letterhead and backspacing one letter for each space in the date line to get the correct position. Also, many students are lost if not given the number of words in the letter so that they can adjust the margins accurately.

Students are surprised to find that with very little practice they are able to gauge—accurately—these letter placement items; they take pride in the fact that they can adjust their machines and actually produce a "picture frame" job without help. To develop this skill, our students merely study a sample letter, correctly placed, until they can visualize it so well that they reproduce it accurately.

### ■ Automatic English—

Probably the greatest amount of time and effort in transcription class is spent on proper English usage—punctuation, spelling, word division, and mechanics. In our class, we try to make the mechanics of English as automatic as possible by constant

repetition and observation of spelling, choice of words, and punctuation. Examples are dictated to the students daily; and they transcribe and punctuate these sentences, using triple spacing. The sentences are checked and discussed. The students then write in the space beneath the sentence the appropriate generalization, such as "State exact age in figures."

These sheets are kept in folders by the students for review and ready reference. Similar sentences are given over and over again, employing the same type of English mechanics. Soon, the students learn to transcribe any similar sentences correctly because they have automatized the pattern.

- *English awareness* is developed in the students by constantly inserting punctuation and by spelling frequently misspelled or unusual words each time that they are en-

**ROBERT E. BELL**

Phoenix Union High School  
Phoenix, Arizona

countered in a practice letter. If the teacher writes the shorthand outline for "familiarity" on the board, for example, not only do the students read the word, but they automatically spell "i-a-r," and "iar" is written above the shorthand outline.

We assume that we are training the students to punctuate for the most exacting boss, feeling that by doing so we will be able to please any dictator.

- A *game* is made of word definitions. Whenever the preview vocabulary contains a word that is not familiar to a student, she asks a fellow class member a question using the unfamiliar word. The student questioned is expected to give an intelligent answer, showing that she knows the meaning of the word. The entire class enjoys this manner of handling the meaning of unfamiliar words and, of course, challenging each other for an intelligent answer.

#### ■ The "Ideal" Stenographer—

Having students seated at the conventional classroom typewriter desk does not provide the opportunity to practice dictation, typing, and transcription as encountered in a business office. To make the activity a little more like actual employment conditions, we have reserved one corner of the room for the "ideal" stenographer. In this corner, there is a regular stenographer's desk, a typewriter, and a steno chair. Each student is given an opportunity to be the "ideal" stenographer during the term.

At the beginning of the term, the students are told about the setup. Each student is asked to prepare a diagram of the desk, showing what articles she expects to use and the arrangement of these articles on the desk top and in the drawers. At the time the desk diagrams are collected, a white 5 x 3 card is distributed to each student, with instructions to type her name as neatly as possible on the card. These cards are shuffled and kept in an envelope, and assignments are made to the ideal stenographer's desk in the order in which the cards are drawn out.

- *The day before* the student begins at the steno desk, her card is

placed on the name-plate standard, her desk diagram is posted above the desk, and the supplies listed on the diagram are placed in a letter tray. Before class the following day, the student comes to the room and arranges the materials according to the diagram.

While the student is working at the steno desk, she is instructed very carefully in techniques and the use of various stenographic skills. First, the desk diagram is checked carefully and suggestions are made for improvement — where necessary. Suggestions to the steno are usually in the form of memoranda written in shorthand and placed in the incoming mail basket. Special commendation is given where the student has displayed individuality. It is surprising to find that many of the students have a bouquet of flowers, a favorite picture, cartoon, or motto on the desk.

- *During the time* the student is working at the steno desk, she is expected to appear and conduct herself as an ideal stenographer, and she is checked for personal traits. We have always felt that one of the most awkward experiences for a new employee is to meet all the employees on her arrival the first day of work, so a special effort is made to practice this situation in the transcription class. When a student first takes over the "ideal" stenographer's desk, the teacher introduces her to various members of the class, stating that Miss X is the new stenographer. It is interesting to see the reactions of the students and how soon they rise to the occasion and make the situation realistic.

A teacher across the hall has been of great help in making our ideal-stenographer plan a success. Whenever possible, this teacher observes the "ideal" stenographer at work and comments to me on that person's appearance, posture, etc. These comments are always passed on to the stenographer and prove very valuable to her in this phase of her practice.

#### ■ Personality Development—

Young people need approval from others of their own age perhaps more than the approval of their

teacher. In our transcription class, a special effort is made to help the student in her personal appearance and attitudes. A trait chart is distributed to each member of the class. Under *Personal* are listed such items as appearance, disposition, poise or self-control, enthusiasm, dependability, industriousness, co-operation, and concern for others. Another section of the chart deals with *Intelligence*, under which are listed such items as analytical ability, self-expression, originality, and judgment. A third section deals with *Leadership*, giving characteristics such as inspiration, resourcefulness, and sense of responsibility.

It is essential that the members of the group participate in setting a reasonable standard for these characteristics, and that they arrive at a common definition of the terms.

- *The students* are told that they will be called on to check a fellow classmate on one of the check sheets, grading her as Excellent, Good, Fair, or Poor. This, of course, is done in strict confidence. Check sheets are coded, and each student in the group is rated by two other members of the group. The person doing the checking is told, in confidence, the person she is to check and has one week in which to return the check sheet.

After a student has been checked by two of her classmates, she is given a conference, in which she is shown how her two classmates regard her personal traits. The teacher makes a sincere effort to give helpful comments and suggestions. In nearly all cases, students are very co-operative and appreciate the criticisms of those checking them.

These check sheets, with a few written comments by the teacher and a notation of the shorthand, typing, and transcription rates, make an excellent record to file for future employment recommendations.

We feel that by embodying in the transcription course the ideas set forth here we are giving the high school stenographic graduate a little extra help in her training—adding something to the confidence with which she faces the future, better assured of success on the job.



# Balance Sheets Build Security

MILTON BRIGGS  
Bookkeeping Editor

**A**CCORDING TO enrollment figures reported by the United States Department of Education, more than one-half million young people are students of bookkeeping during each school year. Of this number, it is quite likely that more than 80 per cent are taught the balance-sheet approach to the subject. It is for this reason that the second monthly bookkeeping contest involves construction of balance sheets. For their work in this contest, your students can earn either a junior or a senior Certificate of Achievement or a gold-and-enamel pin signifying membership in the Order of Business Efficiency. The easy-to-follow contest rules are given elsewhere on this page, and all information for participation is included in this article.

## ■ Charting the Course—

A recent, rather startling survey reported in this magazine<sup>1</sup> showed that nearly 30 per cent of the businesses investigated do not have *any* financial statements prepared! Further, the survey revealed that more than 75 per cent of the businesses investigated had their financial statements prepared by "outside" accountants. These facts, it would seem, tend to support the oft-heard criticism that we spend too much time with the balance sheet, in bookkeeping courses. The critic is apt to point out that only a very small percentage of bookkeepers ever reach the stage at which the balance sheet is constructed, and that teachers could better spend their time with the more fundamental bookkeeping processes.

• *The answer* to this criticism is, of course, that the balance sheet is a teaching device. For teachers and students alike, it serves as a chart of the course. At the beginning of the bookkeeping voyage, the balance sheet shows students where they are going; at the end of the course, students readily see the purpose of their study and accomplishment. Balance sheets build a

sense of security in the bookkeeping students' minds.

True, it is possible to spend too many teaching periods with the balance sheet. The most beneficial time schedule in bookkeeping, as well as in any other subject, can be developed only by experience. Even then, the time schedule may vary with different groups of students, in accordance with their ability. Experienced teachers, however, report satisfactory results and student accomplishment when they use the balance-sheet approach and the end-term review.

## ■ Instructions for Students—

• *Assignment A*, for beginning students who wish to earn a Junior Certificate or pin: From the information given below, prepare a Balance Sheet in the manner you have been taught. Use pen and ink on regular bookkeeping paper or on white paper 8½ by 11 inches, properly ruled. Only your best penmanship is acceptable.

After you have recorded the figures given, determine the proprietor's net worth and complete his financial statement. Show customers' and creditors' account totals, with the proper bookkeeping terms. Follow your textbook models to make sure your rulings are correct. Use today's date.

• *Assignment B*, for advanced students who wish to earn a Senior Certificate or pin: From the information below, prepare a Balance Sheet either in account form or in report form. Use pen and ink on regular bookkeeping paper or on white paper 8½ by 11 inches, properly ruled. By using the formula  $A - L = P$ , determine the proprietor's net worth. Use today's date, and refer to your textbook models to make sure your rulings are correct.

## ■ The October Contest Problem—

• *Assignment A*. Samuel Stone is proprietor of the Star Service Station. His financial condition is disclosed by the following figures: He owes the First National Bank \$540.00 on a promissory note; he owes the Ace Equipment Corporation \$150.00, Potter & Francis \$329.90, and Superior Products Com-

pany \$158.70; his cash on hand totals \$30.17, and he has on deposit in the Merchants' Bank \$748.92; the auto truck he uses in his business is worth \$1,750.00, his station equipment \$1,250.00, and his office furniture \$250.00. Amounts to be collected from customers are: James Flanagan, \$34.22; Robert Lees, \$16.92; John B. Strongman Company, \$90.40; and Van Elmore Corporation, \$76.86.

• *Assignment B*. Paul Saunders is sole owner of the Superior Products Company. On deposit in the Merchants' Bank, he has \$4,149.59; in his store, there is a petty cash fund of \$50.00. The total amount to be collected from customers is \$5,314.90, and the total amount owed to creditors is \$2,430.40. Store equipment cost \$1,700.00, and there is a \$340.00 reserve for depreciation. A delivery truck cost \$1,760.00, and there is a reserve for depreciation amounting to \$610.00. There is also a reserve for bad debts of \$110.00. Notes Receivable account shows a balance of \$820.50, and Notes Payable, \$350.00. The merchandise on hand today is valued at \$13,520.01, and supplies on hand are worth \$195.00. Employees' income taxes held, to be paid to the Government, total \$65.35; Social Security taxes payable amount to \$59.65. Insurance prepaid is \$225.00. Find Mr. Saunders' capital (net worth or proprietorship).

## ■ Teacher's Key—

• *Assignment A*. Assets: \$4,247.49; Liabilities: \$1,178.60; Proprietorship: \$3,068.89.

• *Assignment B*. Assets: \$26,675.00; Liabilities: \$2,905.40; Proprietorship: \$23,769.60.

## BOOKKEEPING CONTEST RULES

1. Students enrolled in business education classes everywhere are eligible to participate. Reprints of the contest problems may be purchased from BEW at 5 cents each or by subscription: 10 tests a month, for nine months, cost only \$2; each additional subscription for nine months, 20 cents.

2. Either teachers or student judges may select the papers to be certified, but the teacher must write and sign the statement that certifies to the eligibility of the students named.

3. Print or type a list of the names of students who prepare acceptable papers. Indicate beside each name whether the student is to receive (a) the junior award, (b) the senior award, or (c) the superior award, and (d) whether application is made for a Certificate of Achievement (fee, 10 cents), a gold-and-enamel O.B.E. pin (fee, \$1.00), or both (fee \$1.10).

4. If 15 or more students qualify on any or all of the problems and are named on the teacher's letter, select the one best paper and attach it to the list of names; if, upon examination by BEW judges, the paper is found completely satisfactory, the "best" student will receive BEW's junior, senior, or superior O.B.E. pin free. Moreover, after the judges have examined all the best papers, a special honorable Mention list of "the best of the best" student bookkeepers will subsequently be published in this magazine.

5. Mail the list of names, the one best paper and a check or money order covering the fees to: Awards Department, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, New York. DEADLINE DATE: November 2, 1953.

6. Judges are Milton Briggs, Walter M. Lange, and Dr. Alan C. Lloyd. Decisions of the judges are final.

<sup>1</sup> Marvin Hauser, "Bookkeeping Practices versus Bookkeeping Courses," BUSINESS EDUCATION WORLD, May, 1953, p. 456 ff.

# One Year of Typing in Eight

## FLORENCE TOTTEN

Westport High School  
Kansas City, Missouri

**O**UR SUMMER HIGH SCHOOL, like most, is designed to allow students to accelerate their courses as well as to make up needed credits. The summer session runs for eight weeks, meeting four hours a day; and a full year's training is crammed into these eight weeks. In terms of class hours (160), it nearly approximates the class time in a regular school year.

During a recent summer session, we offered typewriting for the first time in this accelerated program. Since these pupils were to receive the same amount of credit as the pupils taking the regular course, I decided to make a comparison of the results of the two groups. Under the direction of Dr. Kenneth E. Anderson, director of research at the University of Kansas, I made a comparative study, using the regular-school-year group as the control group. I was particularly interested in knowing whether, in a highly intensive course with concentrated practice periods, pupils could gain skill comparable to that gained by pupils with shorter practice periods more widely spaced and extending over a longer period of time.

### ■ The Control Group—

This group numbered 94 and ranged in age from 14½ to 19½ years at the beginning of the school term in September, 1949. Their school classification ranged from freshman to senior.

### ■ The Experimental Group—

Thirty-nine students enrolled in the typewriting class. Because of the size, it was arranged to have two teachers for the group—myself and Miss Velma Shelley, also of Westport High School. The enrollment was made up of pupils from the various high schools of Kansas City and was open to all—regardless of school classification. The pupils ranged in age from 13 to 17 years, and in grade classification from the 8th to the 12th year. Of the 39 enrolled, 29 completed the summer's work.

### ■ General Content of Course—

Although most of the pupils expected to use the skill for personal use only, we attempted to give them the same work that we usually give in the regular class, so that they could continue advanced typing work for business competency if they wished. We gave them practice in all the popular styles of letters; the use of carbon; addressing envelopes; simple tabulation; centering material on the page, both vertically and horizontally; filling in form letters and simple business forms; manuscript copying; and some stencil cutting. Keeping in mind that most of the students would be using their skill principally for their school work in the immediate future, we gave more manuscript typing than we usually give in the regular year.

### ■ Procedure—

As the four-hour period was a long one, with only three regularly scheduled breaks, we had additional short rest periods every day, during which the pupils moved about and in other ways relieved fatigue. At first, these breaks were very frequent; but, as the class became more accustomed to the work, we had breaks only every twenty or thirty minutes. To reduce fatigue, we also changed the type of work frequently—we changed from one book to another, and Miss Shelley and I took turns directing the class. We felt that changing the person in charge (with the inherent difference in the teacher's manner, voice, and tone) helped to prevent fatigue.

• During the first five hours of instruction, practically all the work was done at dictation, the teacher in charge directing the work from the demonstration typewriter while the other moved about the room giving individual help. As the keyboard was learned and correct stroking habits were established, the teacher in charge set the pace and the pupils continued at their own rate.

We coached almost constantly during the first two weeks, moving about the room checking posture and techniques. The result was that very little time was

lost in clerical details that frequently take valuable teaching time.

One silent film and two sound films on typing techniques and skill building were shown during this period; and we also made some use of rhythm records to set the rate and help establish rhythm.

### ■ Observations—

The experimental group suffered less from interference with class work than did the control group. During the regular year, many class sessions are shortened because of assemblies, fire drills, work on the school paper, and similar activities. The accelerated group was practically undisturbed during the eight weeks, and the pupils had no other class in school. Moreover, the class was a tuition class, and the fact that the family was paying directly for the instruction may have had some effect on the attendance and attention. We emphasized the fact that an absence of one day was the equivalent of almost a week's absence during the regular year; and there was, on the whole, fine attendance.

• We made no attempt to determine the actual number of instruction hours for each pupil in either group, but considered the actual number of hours of class instruction. Many of the pupils in both groups had typewriters at home and did special practice. This is compensated, however, by the fact that, during the regular term, many pupils use school typewriters for extra practice after school and during study periods. During the summer session this was impossible, of course, although many pupils came early in the morning and began typing before the class started.

### ■ Source of Data—

In order to make the comparison as objective as possible, I decided to use net rates on ten-minute timings. I felt that trying to make a comparison of production work—letters, manuscripts, etc.—would involve too much subjective judgment.

• In the experimental group, we began the ten-minute timings during



# Summer Weeks

the 53rd hour of instruction and began to keep records with the 59th hour. We continued the procedure with one or two timings every day, depending on whether the pupils appeared to be tired. We made no attempt to differentiate between new and practiced material in our records for either group, nor did we keep records to show what particular material was given in any timing. The material did not differ greatly in degree of difficulty from copy to copy, since we used material from *Kimball Contest Copy*<sup>1</sup> for both groups.

## ■ Log of Experimental Group—

We presented the keyboard, with the exception of special characters, in the first six hours. On the third day, we began one-minute timings; the students reported the number of words typed, together with their errors. On the first such timing, the class record showed errors ranging from none to 2, and the number of perfect words from 8 to 32. We continued this for three days, giving about five timings over the same material each day.

• On the sixth day, we recorded the gross rate with the number of errors on the best of five timings. The range of rates was 11 to 46; the range of errors was 0 to 5; the median rate was 21; the median errors was 1.

<sup>1</sup> *Kimball Contest Copy* by J. N. Kimball, Gregg Publishing Division, McGraw-Hill Book Company, Inc.

On the eighth day, the median rate was 24.

• On the tenth day, we increased the length of timings to two minutes; on the thirteenth, to three minutes; on the fourteenth, to five; and on the sixteenth, to ten minutes. From then on, using the net rate and errors, we kept records of the ten-minute timings. We continued the one-minute timings for building speed. On the sixteenth day, the median net rate was 11.

I now believe that we began the ten-minute timings too early, for there appeared to be considerable loss of control. However, the median rate increased with more or less regularity from day to day, until it reached 34 at the end of the term.

## ■ Awards of Progress—

A system of awards added interest and helped to motivate progress. The award was a mimeographed certificate stating that the pupil had written at a given net rate. The maximum errors allowed was five. The awards began at twenty words and progressed by tens. We made class presentation of the awards and posted the names on the "Awards Board." Of the 39 who finished the course, all earned the 20-word award except one. Twenty-eight of the class received the 30-word award; twelve, the 40; and one, the 50.

## ■ Parents' Reaction—

Near the end of the session, we sent

home a mimeographed questionnaire to learn how the parents felt about the course. We had returns on about two-thirds of them.

To the question, "Do you feel that your son or daughter has gained the skill you hoped?" twenty-eight replied, "Yes."

To the question, "Would you advise another child to take the course?" the same number replied, "Yes."

## ■ Comparison of Results—

We obtained end-of-course data from the two groups on the following items: age, gross rate, errors, and net rate. In order to determine whether or not the experimental group had gained as much skill as the control group, tests of significance were computed for each of the four factors listed above.

• The table shows that, on the average, the control group was older, had a little higher gross speed, made a fraction more errors, but maintained a slightly higher net rate.

We wanted to know if age was a significant factor in achieving typing skill. In order to answer this question, we turned to the technique of analysis of variance and covariance. This technique allows the statistical worker to correct for differences in various factors. With the factor of age held constant, we found, on the average and within the limitations imposed by the experiment, that the two groups did not differ significantly on the measures of rate and errors.

## ■ Conclusions—

Is it possible for students to gain as much typing skill in a short time in a highly intensive course with concentrated practice periods as is gained by pupils with shorter practice periods more widely spaced and extending over a longer period of time? As far as the results of this study are concerned, the answer appears to be *yes*. I must add a note of caution, however: These conclusions are drawn within the framework of this experiment, and other experiments need to be conducted to either verify or reject the results reported here.

Comparison of the Experimental and Control Groups as to Age, Net Rate, Errors, and Gross Rate

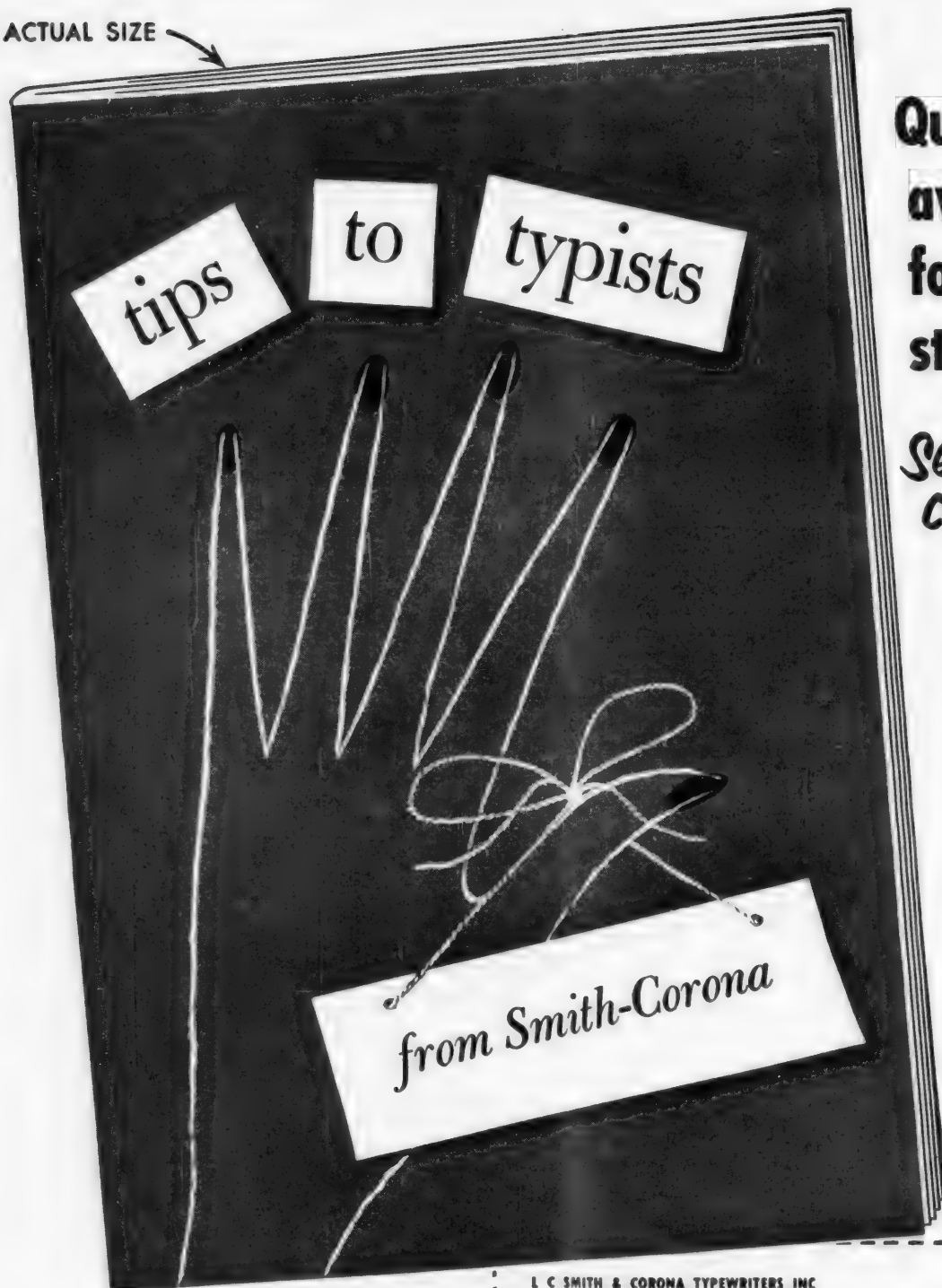
Comparison	Group	N	Mean	D. F.*	t
Age	Experimental	39	15	131	6.44**
	Control	94	16		
Gross Rate	Experimental	39	39.67	131	1.97
	Control	94	42.64		
Errors	Experimental	39	5.69	131	0.77
	Control	94	5.73		
Net Rate	Experimental	39	33.97	131	1.77
	Control	94	36.85		

\* "Degrees of Freedom—The number of observations in a sample that can vary independently while leaving a given statistic unchanged." From Dictionary of Education, by Carter V. Good, McGraw-Hill Book Company, Inc., 1945.

\*\* Significant at the 1-per-cent level.

Note: In all four comparisons, tests for homogeneity of variances were computed. In all four comparisons, the experimental and control groups were homogeneous with respect to variances at the 5-per-cent level.

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# Quoting Doctor Gregg

LOUIS A. LESLIE

Coauthor, Gregg Shorthand Simplified

**M**UCH OBSERVATION IN TEACHING SHORTHAND has convinced me that the best results are obtained through the reading of shorthand. The reasons may be summarized briefly:



Louis Leslie

1. The student is more interested in reading shorthand than in reading print, and interest in a subject is of the first importance in securing results. . . .

3. The visual impression of the outline secured through reading enables him to write it readily when the matter is dictated to him. This inspires confidence, which is an important factor in the development of skill. . . .

6. The student trained in this way finds shorthand a real medium of communication, and learns the application of the word-building principles through almost effortless absorption. In any art, imitation plays an important part. It is fully utilized by this plan. . . . As much as possible of the actual writing should be done from dictation, or from copying well-written shorthand.

## ■ As We Were Saying Last Month—

The comments above are quoted from the first edition of *Gregg Speed Studies*, published by John Robert Gregg in 1917. The quotation presented here last month was written twenty-four years earlier, in 1893. Observe, however, that his 1917 idea fits in with his feeling that "study of shorthand should be a pleasure and not a drudgery."

## ■ A Guide for Effective Shorthand Teaching—

There, now, is a good set of criteria for the evaluation of methods of shorthand teaching. Does the method or the procedure or the device make the learning of shorthand a *pleasure* rather than a drudgery? Does it create and maintain interest and *confidence* in the learner? Does it promote the *effortless absorption* in shorthand? These are the signs of good shorthand teaching, good methods, good procedures and devices.

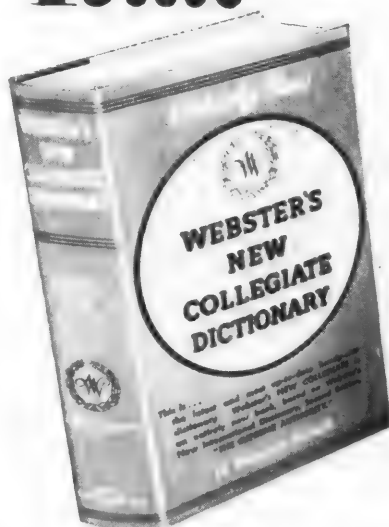
In 1893, and even in 1917, there was less talk about compensation for individual differences than there has been of recent years. It must be borne in mind, though, that the reading of shorthand, so strongly recommended by Doctor Gregg for so many other valid reasons, is also one of the most powerful means of compensating for individual differences. A second thought will instantly show the reasons why this is true.

The presentation of practice material all in shorthand is obviously an advantage to the bright learner, although this is of less importance because the bright learner will always manage to get along; but the slow learner profits, too, from any improvement in teaching procedures—and he needs all the help he can get. A better teaching procedure that may result in bright learners writing 120 words a minute, instead of 100 words a minute, by the end of the year, will also result in salvaging many a slow learner who would otherwise have failed completely.

For, what does the slow learner need more than interest in the subject, and confidence in his ability? He is given these two advantages when he reads shorthand plates. What does he need more than a procedure that makes possible "effortless absorption"? Any procedure that reduces the amount of effort required for learning (without reducing the results) is tailor made for the slow learner—one of his troubles is that he is often unable to put forth the effort required by less effective teaching procedures.

There are many reasons why the last sentence quoted is important to all learners, and especially important to slow learners. Practice in copying from "print" tends to develop a hesitant style of shorthand writing, a fault avoided in most learners and substantially helped in all learners when all copying practice is done from shorthand plates—even in the advanced classes. As long ago as 1917, Doctor Gregg told us clearly that copying practice should be from shorthand plates. Only recently have we known why this is true.

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# Distributive Education

SAMUEL W. CAPLAN

Temple University  
Philadelphia, Pennsylvania

**D**ISTRIBUTIVE EDUCATION TEACHERS and supervisors would do well to become acquainted with the educational plans and activities of the U. S. Chamber of Commerce. These activities tie up with the various state Chamber of Commerce groups and then filter into the local setups. These points were emphasized in a talk by Dr. John Miles, assistant manager of the educational department of the U. S. Chamber of Commerce, before the North Atlantic Regional Conference for Distributive Education.

By visiting your local Chamber of Commerce, you can find out about Business-Education and Education-Business Days and receive the following excellent bulletins: *The Growing Challenge*, *How to Plan a Business-Education Day*, and *The Return Visit*. In this way, you might also make new acquaintances and provide the basis for discussion of education problems that could be of considerable value to both business and education.

#### ■ Work-Experience Programs—

Greater interest is manifested in the concept of the school-work philosophy each year. There will be a great surge of school-work programs when the high school population grows and the realization comes that training must be provided to help the student adjust to working conditions. *Bulletin No. 245—Work-Experience Programs for Public Schools*, published by the Department of Public Instruction, Harrisburg, Pennsylvania, covers the subject of typical school-work programs—how they are to be supervised and administered. Write to Mr. Robert T. Stoner, Chief of Trade and Industrial Education, for a free copy.

- A much more comprehensive treatment of this phase of education is contained in *Work Experience in High Schools*, by Irvin and Runge, published by the Ronald Press Company. This book explains in detail how a particular form of work experience may be employed in the schools. Distributive education, diversified occupations, and co-operative office-practice programs have been selected as typical forms for basic application of this principle.

- A book that is concerned mainly with diversified-occupations training is *Training High School Youth for Employment*, by C. E. Rakestraw, published by American Technical Society, Chicago, Illinois. It contains some very good ideas on the entire subject of the co-operative part-time program.

#### ■ Booklets—

- *Administration of Vocational Education at State and Local Levels* is a recently issued booklet in which the American Vocational Association urges school authorities to re-examine their educational programs in the light of new demands for vocational training. The new publication tells schoolmen why they should become more concerned with vocational education and how they can transmute that concern into action. The booklet reminds school administrators that most high schools are still preoccupied with the small group of students who plan to go on to college. The rest—85 percent of the student body—are not served adequately by adjusting college preparatory subjects. The American Vocational Association says that these students deserve to receive preparation not only in "how to live" and "what to live for," but also in "how to make a living." In short, they need a genuine vocational education—a well-rounded program of studies aimed at developing competent workers and citizens. Copies of this booklet are available upon request from the American Vocational Association, 1010 Vermont Avenue, N. W., Washington 5, D. C.

- *Sell More Easily . . . Sell More!* is designed to present important facts that will increase the sales of woolen articles mothproofed with Mitin. The booklet gives important facts about wool, about Mitin durable mothproofing, and about the sales features identified with woolen articles carrying the Mitin trademark. Write to Mr. John J. McEntee, Mitin Department, Geigy Company, Inc., 89 Barclay Street, New York 8, New York, for your free copy.



Samuel Caplan

## Hubert A. Hagar

### Gregg Executive

**O**NE OF THE MEN who made business education what it is today died suddenly on August 25, at 72 years of age. He was Hubert A. Hagar, who played a leading role in the crusade that made Gregg Shorthand virtually the standard American system and the foundation of the modern secretarial-training program.

#### ■ Mr. Hagar, the Teacher—

Born in West York, Illinois, on February 20, 1881, Mr. Hagar began his professional teaching career at the age of 17, in a one-room rural school. Four years later, he went to Indianapolis and entered the Vories School of English and Business, joining the faculty of the school, after graduation, as its expert in shorthand instruction.

He taught ten different systems, including the new Gregg Shorthand, for at that time (1903) there were scores of shorthand systems in America, and business schools advertised that they could offer "instruction in any or all shorthand systems."

During his third year of teaching at Vories, Mr. Hagar's class in Gregg was observed by John Robert Gregg, who invited him to join the faculty of the Gregg School (later known as Gregg College). So, in 1906 Mr. Hagar joined the Gregg staff, starting an association that lasted 47 years.

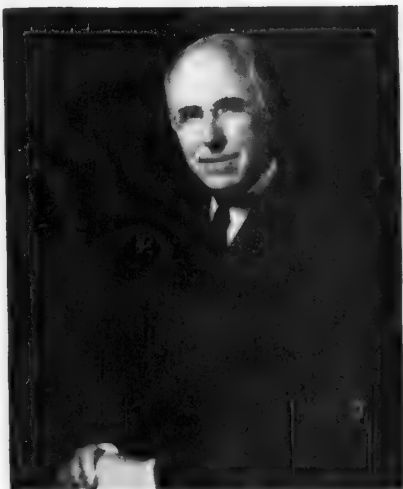
#### ■ Mr. Hagar, the Author—

One of Mr. Hagar's first big contributions was his development of an English textbook written especially for business students. English was one of the subjects he taught at Gregg School; and, since there were then only general English texts available, he originated his own teaching materials, which were published as a Gregg textbook in 1909—*Applied Business English*, the first book of its kind.

The book has since passed through a succession of editions, the newest of which (*The English of Business*, Third Edition) was published just this year. Sale of his publications long ago exceeded the million-copy mark.

#### ■ Mr. Hagar, the Executive—

Because of his experience as teacher of many shorthand systems, whereby he had learned the strengths and inadequacies of each, Hubert Hagar quickly stepped to the fore in the expansion of Gregg Shorthand. He became active in the Gregg Shorthand Association, was its president in 1911. He toured the nation, training teachers and helping



Hubert A. Hagar . 1881-1953

administrators adapt their school programs to include not only Gregg Shorthand but also the broader offerings required to provide full vocational training in all phases of office work.

Mr. Hagar advanced rapidly in the executive ranks of the Gregg Publishing Company. In 1911 he became manager of Gregg's Chicago office. Then he succeeded to the positions of general sales manager, in New York City, in 1917; the firm's general manager, in 1920; and vice-president and general manager in 1948. When Gregg merged with the McGraw-Hill Book Company in 1949, he became a divisional vice-president of McGraw-Hill, which he was at his death.

During these years, Mr. Hagar became well known, too, in the textbook publishing industry, serving on many committees that developed today's better textbook-publishing practices and acting as a member of the Board of Directors of the American Textbook Publishers Institute, 1948-1950.

In recognition of his contributions to business education and to the textbook industry, he was awarded in 1947 the honorary degree of Doctor of Science in Business Administration by Bryant College (Providence, Rhode Island). Since 1950 he was a member of that College's Board of Directors.

#### ■ Mr. Hagar, a Very Human Man—

Mr. Hagar was not only one of the best known but also one of the best loved of America's business educators. He had a gift for friendship. He was a gentle man, yet was a dynamic force that inspired his associates and stirred their affection for him.

He is survived by his wife, the former Alice L. Rinné, whom he married in 1914; by his two daughters, Mrs. Robert English and Mrs. Lee B. Blanchard; and by five grandchildren.

## Professional Reading

DR. KENNETH J. HANSEN

Colorado State College of Education  
Greeley, Colorado

**T**HIS MONTH'S COLUMN will be devoted to a discussion of books on monetary theory. Next month will be devoted to the general areas of money and banking and the practical application of monetary theory.

#### ■ A Discussion of Money—

This book, by W. A. L. Coulborn (\$4.00, Longmans, Green and Co., Inc., New York City 3, 355 pp.), has a double aim: to help the student of economics, and to help the general reader understand how the monetary system affects him and his fellow men. It covers money in a number of aspects, and is really an introduction to the subject. There is also an excellent index that makes the book easy to use.

Coulborn begins with a definition of terms — a chapter that will be of particular help to teachers. Another good chapter is devoted to the nature of money. Before turning to monetary theory, the author discusses the historical origin and development of money and describes a few major monetary institutions. There is also a brief treatment of index numbers and the quantity theory of money. Considerable attention is given to the Keynesian analysis — a section that is treated particularly well and is easy to understand. About two-thirds of the book is concerned with banking techniques and international complications.

#### ■ The Backward Art of Spending Money, and Other Essays—

This book is a collection of essays written by Wesley C. Mitchell and brought together for publication by Joseph Dorfman (\$3.00, Augustus M. Kelley, Inc., New York City, 421 pp.). Doctor Mitchell—whose special interest was always money—was long one of the leading economists in the United States. Granted a Ph.D. by the University of Chicago, he also did graduate work in economics at the University of Halle and the University of Vienna.

• Doctor Mitchell spent several years with the Census Office in Washington, D. C. For most of his life, however, he was professor of economics at Columbia University. He also taught at the University of Chicago, the University of California, the New School for Social Research, Harvard University, and Oxford and Cambridge Universities. In addition to *The Backward Art of Spending Money*, his most important publications were *A History of the Greenbacks*, and *Business Cycles: the Problem and Its Setting*.

Significantly, *The Backward Art of Spending Money* was first published as an article in the June, 1912, issue of *American Economic Review*. It still makes an important contribution to the literature in the field of money and banking; and the material covered can be of particular help to all students of consumer economics.

#### ■ International Monetary Co-operation, 1945-1952—

This book, by Brian Tew (\$1.80, Longmans, Green and Co., Inc., New York City 3, 180 pp.), is rather highly specialized—of particular help to those teaching on the college levels.

The book is divided into three parts.



Kenneth Hansen

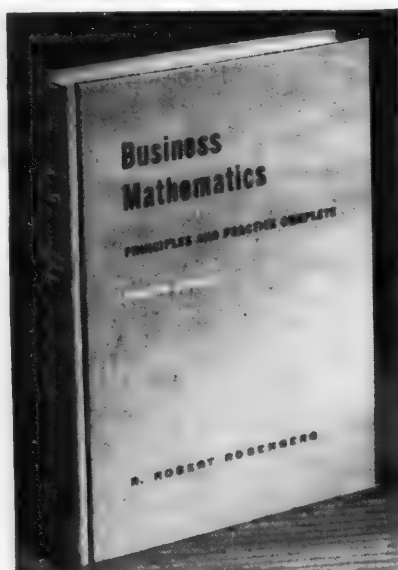
• *Part One* gives a general analysis of the scope of international monetary co-operation and covers means of international settlement; arrangement of settlements on a multilateral basis; orderly fixation of exchange rates; correction of international disequilibria; and provision of safeguards against the international transmission of business depressions.

• *Part Two* deals with the actual machinery of international co-operation since the war and discusses in some detail the international monetary fund; the European payments union and its predecessors; and the role of sterling.

• *Part Three* gives a short survey of the actual course of events since 1945 and indicates some of the problems that have called for treatment by international co-operation. Particular attention in this section is given to the major disequilibria of the post-war period, the most notable of which has been the "dollar gap."

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# Teaching Aids

**JANE F. WHITE**

Georgia State College for Women  
 Milledgeville, Georgia

**A** LPHA CHAPTER of Delta Pi Epsilon is developing a second series of abstracts similar to the one they began before World War II. Duties of Beginning Clerical Employees, taken from a dissertation by Dr. Elizabeth T. Van Derveer, is the first in the present series and should be of special interest to the teacher of clerical practice. Published by New York University's Department of Business Education, copies can be obtained by writing to Mr. Joseph Green, Packard Junior College, 253 Lexington Avenue, New York, and enclosing twenty-five cents for each copy. This study differs from the others in that it gives a breakdown of the patterns of performance of such duties as mailing, filing and sorting, typewriting, duplicating, adding machine operation, and telephoning.

### ■ Gregg Shorthand Pen Pals—

Each year, G. L. Alpin, Lincoln High School, Manitowoc, Wisconsin, extends an invitation to shorthand teachers and students to join the many students who have fun corresponding in Gregg Shorthand with students in other states. A fee of ten cents for each name submitted is charged to cover the cost of collecting and distributing names. All names should be in before Christmas in order for the work of sending them out to be done before the second semester begins.

### ■ Typewriting Mystery Games—

For fifty cents, typewriting teachers can get a copy of a fascinating and puzzling booklet of typewriter mystery games by Julius Nelson. If you're looking for something different, try these in your typewriting classes. Send your orders to: Artistic Typing Headquarters, 4006 Carlisle Avenue, Baltimore 16.

### ■ Western Union's Contribution—

Your basic-business files won't be complete without material provided by The Western Union Telegraph Company. Their new booklet, *Careers in Western Union*, details the nature of opportunities in Western Union. In addition, there are numerous other booklets that will be helpful in a unit on Communications. Send your request to The Western Union Telegraph Company, Employee Relations Department, 60 Hudson Street, New York 13, New York. Don't forget that your own local branch office is always willing to help, too.

### ■ Letterhead Samples—

An attractive folder containing eight letterheads can be requested free from the Byron Weston Company, Dalton, Massachusetts. They will prove useful teaching aids in a business-correspondence class.

### ■ Special Issue of ABE—

"The High School Business Library" is a special issue of *American Business Education*, a joint publication of the Eastern Business Teachers Association and the National Business Teachers Association. Those of you who do not belong to either of these professional organizations certainly will want to start the year with a copy. The entire field—books, booklets, and teaching aids—is covered by a group of experts. Send your 75 cents to Mr. Theodore LaMonte, New York City Public Schools, 12-20 27 Avenue, Long Island City 2, New York.

### ■ New Postal Rate Chart—

One of the most useful aids for business teachers is the new, comprehensive Postal Rate Chart covering all classes of United States mail and designed for reading ease and accuracy. An added feature is the map on the back and the enclosed self-zoning mileage ruler, which you can use to mark off parcel-post zones, with your own city as base. It can easily be filed or kept handy in a desk drawer; when opened, it becomes a large wall chart for your bulletin board (12 by 18 inches). This chart is offered free to teachers only. Two other items—*How to Help Your Post Office Help You* and *Five Most Tiresome Office Jobs*—have also been prepared by Pitney-Bowes, Inc., Stamford, Connecticut.



Jane White



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## On Friendly Relations

WANDA WATERS

JAMESON, INC. was an old and dignified establishment, where Charles Jameson, Sr., known with mixed<sup>1</sup> affection as "C. J.," ruled with an iron hand. Nevertheless, he paid good wages and, in return, expected full<sup>2</sup> efficiency from all who worked for him and "no foolishness" from his office staff.

In contrast, the salesmen who worked<sup>3</sup> for Jameson's were encouraged to be bright and breezy. On days when everything went well, C. J. would call them his<sup>4</sup> "young pups" and chuckle with pride at their bounce and energy.

Usually, the girls minded their work and paid little<sup>5</sup> attention to the "young pups." Sometimes, however, a new—and good-looking—salesman would report to the home office<sup>6</sup> from an out-of-state territory. Then there would be an almost visible flutter of hearts, and soft glances would<sup>7</sup> be cast at the stranger.

■ Donna Wilson was the youngest of the girls working at Jameson, and she usually<sup>8</sup> was the first to see and be seen by visitors, in her job as receptionist. One afternoon, when a handsome<sup>9</sup> young man came in at five o'clock and stayed beside the switchboard longer than usual, Donna's co-workers—Sue, Ann,<sup>10</sup> and Dorothy—looked sharply time and again in the direction of Donna's pretty blonde head.

Donna found the young<sup>11</sup> man exhibiting more than ordinary interest in her, and she quickly glanced down at her appointment pad.<sup>12</sup>

"I'm afraid Mr. Jameson has gone for the day," she told him. "He'll be sorry to have missed you, especially since<sup>13</sup> you came all the way from Chicago. I'll give him your name the first thing in the morning."

Donna waited with her pencil<sup>14</sup> in mid-air.

"Charles," he said.

Donna's blue eyes blinked. "Just 'Charles'?" she asked.

The young man nodded.

Donna wrote the single name<sup>15</sup> on her appointment pad and fixed the switchboard for the night. She was just taking her purse out of her desk when he asked,<sup>16</sup> "Will you have dinner with me?"

"No," she said, shaking her head firmly. She had received this kind of quick dinner invitation<sup>17</sup> before, from men who wanted to bribe the receptionist in order to see the boss; but this young man seemed<sup>18</sup> to be of a different type.

He leaned across the top of the switchboard and smiled. "It's going to be a pretty<sup>19</sup> lonely evening for a stranger," he said. "Couldn't you change your mind?"

Donna's tone was cool. "I'm not in the habit of<sup>20</sup> making dates with strangers."

"I'm sure you aren't," he answered. "But couldn't you make an exception for me—?"

■ She was tempted<sup>21</sup> to accept; but Sue, Dorothy, and Ann were watching her, and Donna wondered what they would think of her going<sup>22</sup> out like that. She would just have to give the same answer and stick by it.

This time she said, "No," more gently, but loud enough<sup>23</sup> for the girls to hear. She could tell that they were satisfied by the way they said good night as they filed past her. She<sup>24</sup> noticed that the three of them gave Charles the once-over on the way out.

As Donna pulled her coat from the hanger, Charles<sup>25</sup> was quick to help her. Somehow, she was glad that she had worn her new topper that day.

Donna thanked him and walked briskly<sup>26</sup> toward the elevator. He picked up his hat and followed.

"Have you worked at Jameson's long?" he asked.

"Two years," she said, pressing<sup>27</sup> the elevator button.

He seemed impressed. "C. J. must like your work."

Donna nodded. "C. J.'s a pretty good<sup>28</sup> boss," she said.

He raised an eyebrow. "Always?" he asked.

"Well," began Donna, then changed her mind. Charles seemed to understand<sup>29</sup> exactly what her answer might have been and started to laugh. After a minute, she began to laugh with him.

They were<sup>30</sup> in the lobby when he again mentioned dinner. We really ought to, don't you think?"

Donna considered. After<sup>31</sup> all, what was the harm in it? She was young, free; she could have dinner with whom-ever she wanted to. It would be fun!<sup>32</sup>

"All right," she agreed, "I will."

"Wonderful!"

"Will you excuse me while I call my mother?" she asked. "She's expecting me<sup>33</sup> home for dinner."

When she came back, Charles inquired, "Everything all right?"

"I guess so," said Donna, "though Mother wasn't<sup>34</sup> too happy to have me going out with a stranger." She stopped and stared at him. "You aren't married, are you?"

He laughed<sup>35</sup> aloud. "No—I'm certainly not."

■ The dinner was lovely. They went to the Old South Restaurant, one of Donna's<sup>36</sup> favorite places. Sitting across the table from this strange young man, Donna felt almost like an actress playing to<sup>37</sup> a special audience of one. Her eyes widened at everything he said—it made him feel clever and important.<sup>38</sup>

By the time they were sipping their coffee, Donna was sure that Charles was more than mildly interested. She was<sup>39</sup> strangely happy, though the imp of doubt assailed her from time to time. How would this friendship end? Would it end as casually<sup>40</sup> at it began?

Charles gave no clue as to how he felt even when he took her home and they said good night. He<sup>41</sup> told her only that he would see her when he kept his appointment with Jameson in the morning.

■ The next morning, Donna<sup>42</sup> was the first at her desk. She opened the switchboard and greeted Ann, Sue, and Dorothy gaily as they came in.<sup>43</sup> Finally, C. J. arrived, looking sour and grumpy. Donna was on the point of telling him about Charles when the<sup>44</sup> switchboard buzzed, and, shortly after, Charles himself arrived.

He was friendly enough—but completely impersonal. Donna<sup>45</sup> wondered how she could have slipped into such a romantic mood last night. Studying this cool young man in the light<sup>46</sup> of day, Donna was tempted to let him

go in to see Mr. Jameson before C. J. had had his morning pills!<sup>37</sup>

Suddenly C. J. came out of his office, calling, "Miss Wilson, when young Charles comes in—"

"I'm here now, Dad," Charles interrupted.<sup>48</sup> Standing alongside his father, he looked like a little boy! Donna stared down at the switchboard, blushing.

It<sup>49</sup> all became clear. This was the "Little Charlie" she had heard C. J. talk about—his son who was in college. Last night,<sup>50</sup> she had been so busy trying to make an impression that she had never asked the young man's full name.

C. J. did<sup>51</sup> not seem very glad to see his son. "Come into my office, Junior, and tell me why you didn't get home to dinner<sup>52</sup> last night."

"Well, I was here, Dad, and—"

Donna's face began to burn. She felt the girls staring at her.

C. J. continued<sup>53</sup> talking to his son as he steered him into the office. "Do I have to be here to play nursemaid when you arrive<sup>54</sup> from school?"

■ The door closed behind them. Donna began to type furiously. Her mind was in a turmoil. Last night<sup>55</sup> Charles had seemed a mature man; this morning he was just a college boy getting a lecture from his father. Last night<sup>56</sup> was, after all, just last night—a date, a dinner—nothing more.

Donna glanced at the clock. "It's my time for mid-morning<sup>57</sup> coffee, Sue," she called. "Will you mind the board?"

She took her purse out of the drawer. "Thanks, Sue," she said. "And if Tony Curtis<sup>58</sup> or Farley Granger comes in for an appointment, you handle it!" (1172)

■ Alicia forced herself back to her desk. She put in an envelope, typed an address. That was right! She started a letter.<sup>21</sup> The date, address, and salutation appeared very properly. "With regard to your recent inquiry," she<sup>22</sup> wrote, thinking, "Whew! am I glad this is going all right again! Marie would have thought I was crazy!"

Then she looked again.<sup>23</sup> The machine must be haunted! Before she could recover, the buzzer beside her desk sounded.

"My letters, Miss<sup>24</sup> Wells?" Mr. Perkins demanded.

"They—they're not ready."

"Not!— Well, I hope you can hurry them!"

■ It was no surprise to<sup>25</sup> Alicia, when she again touched her typewriter, to have it print, "Old Crab!" It was so obvious that the machine<sup>26</sup> could actually interpret her thoughts that she dared to call Marie and Tim for a demonstration.

Tim was aghast.<sup>27</sup> He had been forced by Mr. Perkins to replace, at his own expense, the typewriter he had knocked over during<sup>28</sup> some horseplay the day before. Tim could remember only that he had at last found, in a pawnshop, one that was<sup>29</sup> cheap enough.

"I can't even remember the place!" he exclaimed. "All I know is it had a Halloween witch's costume<sup>30</sup> in the window. If you kick, Alicia, I'll get docked for another typewriter!"

"But this is awful! Marie,<sup>31</sup> you try it."

"You know I can't type."

"Just hit the keys in a row."

Marie did. On her paper appeared the words, "I'm afraid<sup>32</sup> of this thing." Marie departed abruptly.

Alicia sent Tim away, too. There was work to get done! By speaking<sup>33</sup> each word in her head as she typed, Alicia finished the day's mail. She had Marie proofread with her to make sure<sup>34</sup> no stray thoughts had slipped in, and then she took the letters to her boss.

"I had hoped, Miss Wells," he said, polishing his<sup>35</sup> eyeglasses, "you'd be done in time to get this report out to our head office. I'll have to ask you to work late tonight."<sup>36</sup>

Alicia stifled a groan. "Not tonight! I simply can't!"

"And why not?"

"Changing typewriters has been too great a strain."<sup>37</sup>

"Well, really!" Mr. Perkins seemed ready to explode. "Never mind! I shall type it myself!"

■ Now she'd done it,<sup>38</sup> Alicia thought. All her efforts to please that man gone in a flash! But could she dare risk having Mr. Perkins standing<sup>39</sup> behind her, dictating as she typed—while her real thoughts came out on that fiendish machine?

## The Mind-Reading Typewriter

SARAH ALLEN

**A**LICIA WELLS had never been one to believe in ghosts, witches, or superstitions. She walked under ladders with<sup>1</sup> abandon, owned an inky-black cat, and never thought twice when she broke a mirror. But on Halloween she began<sup>2</sup> to wonder.

It happened quite suddenly. Alicia had been transcribing some half-dozen letters that crisp October<sup>3</sup> afternoon, typing Mr. Perkins' precise, routine phrases almost without noticing what she was doing.<sup>4</sup>

Then something wrong about the clack of the keys caught her wandering attention, and she glanced at the sentence just<sup>5</sup> completed in her "new" second-hand machine.

"I wonder," she read, "whether Mr. Perkins knows he is getting so bald?"<sup>6</sup>

Alicia's eyes grew big. "Could I have written that?"

She turned in earnest concentration toward her notebook. The<sup>7</sup> usual banal phrases were there, complaints about rising costs and apologies for delayed shipment.

"I've got to<sup>8</sup> watch myself," is what she typed. "A slip like that could get me fired."

Alicia stared. Then she set her fingers the task of<sup>9</sup> typing the alphabet.

What came out on the company's already-wasted letterhead was, "I don't believe it.<sup>10</sup> I just can't believe it!"

Alicia jerked the paper out of her machine and carefully tore it into little<sup>11</sup> pieces. She dropped them into her wastebasket, then shook it so the pieces fell to the bottom.

■ Everyone else<sup>12</sup> was working just as usual—Marie at the adding machine. Tim on the phone. Mr. Perkins had gone back into<sup>13</sup> his private office to plow through a three-page directive from the head office.

Alicia put a moist palm up to<sup>14</sup> her temple and smoothed back her hair. She shook her head sharply, pushed up her sleeves, and reached for a fresh letterhead. Impulsively,<sup>15</sup> instead, she ran in a blank copy sheet. With one finger, she struck a single key—h. What showed up on the<sup>16</sup> page was just one symbol—but it was a question mark. Alicia jumped away from her machine and ran to get a<sup>17</sup> drink of water.

Marie noticed and came over.

"It's nothing." Alicia wiped a few drops of water from her skirt<sup>18</sup> and threw away the cup she could not hold steady. "Just a stuck typewriter key."

"That happens." Marie laughed a little<sup>19</sup> breathlessly. "You looked so—sort of funny, like you had seen a ghost or something. Halloween is the time for it."<sup>20</sup>

She was almost afraid<sup>10</sup> to show up the next morning. But when she got there, lo and behold, on her desk was a brand-new typewriter!

Marie<sup>11</sup> and Tim assured her it worked perfectly, so she wrote, "Mr. Perkins is handsome and generous," and the words didn't<sup>12</sup> change as they went through the machine.

Alicia crumpled the sheet; but, as she was about to drop it into her<sup>13</sup> wastebasket, her hand paused. Tim had emptied the basket the evening before, but now there was a crumpled sheet already<sup>14</sup> in it.

■ Smoothing it out on her desk, she read:

"Report of shipment to date; that inconsiderate girl! Why must<sup>15</sup> they have this report, anyway? Per bill of lading—what the dickens is wrong with this typewriter? Good grief, what if<sup>16</sup> I mailed such stuff? If there's a store open, I'll trade it in tonight!"

Alicia stroked her new machine fondly. Whoever<sup>17</sup> got her old one was in for a surprise. Maybe it was just Halloween, but maybe it wasn't. Anybody<sup>18</sup> might be next.

Just anybody! (966)

toppled forward. The men heaved the wayward cabinet back into position after a few grunts, and then the entire<sup>11</sup> group focused their thwarted blood-thirstiness on me: "What a *stupid* thing to do!" "Well, you should have known better." "My<sup>12</sup> dear, let us not forget the law of gravity." (Brutal frankness is the penalty of knowing your co-workers<sup>13</sup> too well.)

And so I *should* have known better. Now that I know, it was very stupid of me not to realize that<sup>14</sup> four bulging drawers pulled completely forward would leave nothing but an empty framework behind them and that gravity<sup>15</sup> will have its way. But . . . I just never gave it a thought.

■ I am not the only one, it seems, who does not always<sup>16</sup> think of these things until after they have happened

(staff across the hall, please note); for just about everyone I<sup>17</sup> have checked with since then who has ever worked around files either has had or has witnessed the same experience. Some<sup>18</sup> have done it with only two drawers pulled forward, and a few have actually been hurt.

Perhaps some day filing<sup>19</sup> cabinets will come equipped with bolts, screws, and a bag of floor cement; but, until then, those of you who are still among<sup>20</sup> the uninitiated had better profit from my "tip." Always be sure to have *at least* one file drawer<sup>21</sup> completely shut, unless you are looking for an excuse to catch up on sick leave. And, in that event, I would suggest<sup>22</sup> a good old-fashioned case of chicken pox, mumps, or measles—you get more sympathy that way. (456)

## Flash Reading\*

### Meet My Mamie

#### Filing Tip of the Year

EVELYN F. WILSON

**T**HE BIG BOSS and all the little ones were away for the day; so I took the opportunity to catch up on<sup>1</sup> the last month's filing. ("Horrors!" says the efficiency expert—so does my boss, and so do I; but . . . first things first, and<sup>2</sup> filing does not always come first.)

Folders moved in and out with fall-cleaning enthusiasm; and drawers clanged forward,<sup>3</sup> backward, forward, backward, and forward again. Eventually, drawers one, two, and three from the bottom came to<sup>4</sup> a complete stop in a little squadron of their own, open as far as they could go. As a drillmaster I am<sup>5</sup> not very smart, for, instead of ordering them back into line, I pulled open the topmost drawer and . . . down fell<sup>6</sup> my squadron, files and all. "And all" included our supersensitive postage scale, Mr. G's brief case, and a legion<sup>7</sup> of sorted, unfiled letters that had been piled on the top of the cabinet.

The entire staff from across the<sup>8</sup> hall rushed in, expecting to have to pry me loose and tape me together again; but, since I am too short to reach<sup>9</sup> the top drawer over a completely opened second drawer, I was on the side of the cabinet when it<sup>10</sup>

ELSIE LEFFINGWELL

■ MRS. DWIGHT EISENHOWER is a small and chipper person who captured the hearts of the nation's people during<sup>1</sup> the campaign to decide who would be the leader of our country from 1953 to<sup>2</sup> 1956. At whistle stops, Ike often finished speeches from the back of the observation car with the words,<sup>3</sup> "and folks, here's my Mamie."

The Eisenhowers have one living son, John, a grandson, and two granddaughters. Being a<sup>4</sup> grandmother, Mrs. Eisenhower describes as the world's most desirable "disease."

Mamie Eisenhower is<sup>5</sup> quite used to being in the spotlight. When General Eisenhower was made head of the allied armies abroad,<sup>6</sup> Mrs. Eisenhower moved to a lovely French villa just outside Paris. People in this country watched and<sup>7</sup> decided the General must think it safe or he wouldn't permit his wife to go to France. "If it is safe for Mamie,<sup>8</sup> it is safe for us," they thought. So, many more people began to think of traveling abroad.

■ The problems<sup>9</sup> related to moving were not new to Mamie, who has moved to twenty-five new homes in thirty-six years. The practice<sup>10</sup> is that the new leader may not move to the nation's most famous address, 1600

Pennsylvania Avenue,<sup>11</sup> till he has taken the oath of office. This means that the weeks right after the swearing-in ceremony are<sup>12</sup> busy ones for his wife. One of Mrs. Eisenhower's suggestions about her new home was the same as that of<sup>13</sup> many wives. "There is no suitable closet space," she pointed out, and had more closets built at once.

Mrs. Eisenhower<sup>14</sup> is proud of her husband's hobbies. The nation knows that Ike is a capable golfer, and that he likes painting,<sup>15</sup> too; but not so many people know that Ike is the cook of the family. His own special soup recipe<sup>16</sup> was given in a cookbook edited by the wives of some teachers at Columbia University.

■ These<sup>17</sup> days, Mrs. Eisenhower is especially busy. After twelve, noon, she often greets more than 200 women.<sup>18</sup> Most of these women go away feeling a warm friendliness for Mamie, as though they had known her for years. Meeting<sup>19</sup> people is one of her duties as the wife of the nation's leader, and Mrs. Eisenhower takes her duties<sup>20</sup> seriously. "I try to take care of the little jobs so he can do the big ones," is Mamie's way of<sup>21</sup> minimizing her role as the most important hostess in the land. (431)

\* Vocabulary limited to chapters one through four of " Gregg Shorthand Simplified."



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## ■ New Doctorates—

• **Harry Q. Packer**, Doctor of Education, in June, Temple University. Thesis: *A Study of the Initial Employment Opportunities and Requirements of Selected Business Firms in Wilmington, Delaware, and the Related Instructional Program in Business Education in the Wilmington Public Schools*. Doctor Packer is supervisor of distributive and business education for the state of Delaware and city supervisor in Wilmington. Before coming to Delaware, he was state supervisor in West Virginia and had previously been a classroom teacher in Pennsylvania and New Jersey. He has also conducted graduate classes during summer sessions at many colleges and universities. He has done considerable work in the field of industrial training and is coauthor of several textbooks.

• **Vernon V. Payne**, Doctor of Education, in June, New York University. Thesis: *A Study of Business Education in the Public Secondary Schools of New Mexico*. Doctor Payne was until recently director of business-teacher training at Highlands University, Las Vegas, New Mexico; he took over a similar post this September at North Texas State College, in Denton.

## ■ Recent Appointments and Changes—

• **To the staff of Dr. Albert C. Fries**, at the University of Southern California, three new appointees:

• **Dr. Carl H. Cummings**, from Northwestern University, has been appointed Assistant Professor of Office Administration and Business Education; he will teach an expanded program in business communications and office management. A Texan, Doctor Cummings has taught at Dallas College, the University of Texas, and Northwestern. Degrees: A.B., from Southern Methodist; and M.S. and Ed.D. from Northwestern.

• **William C. Himstreet**, from Humboldt (Calif.) State College, is also appointed Assistant Professor; he is a specialist in the secretarial field—particularly in the area of office machines. Mr. Himstreet, a doctoral candidate at USC, was awarded his A.B. from San Jose State College, his M.S. from Stanford.

• **Robert I. Place**, on leave of absence from his assistant professorship at Kearney (Nebr.) STC, has been awarded a teaching fellowship.

• **Donald J. Zuehlke** has left the University of Iowa to join the staff of the State Teachers College in Bemidji, Minnesota.

• **George E. Martin** has left Ferris



Harry Q. Packer . . . Now Ed.D., Temple



Vernon V. Payne . . . Now Ed.D., NYU

Institute, in Big Rapids, Michigan, to join the faculty of the Michigan State Normal College at Ypsilanti.

• **Donald V. Allgeier** has resigned from Southwest Texas State College, in San Marcos, to accept an associate professorship at Marquette University, Milwaukee. Mr. Allgeier, a specialist in office management and business communications, has also taught for three years at Ohio State and for one year at the University of Oklahoma.

• **Wilmer Maedke** is a new appointee at Northwestern University; until recently he taught at Janesville (Wis.) High School.

• **Vilera Gedstad**, formerly of the Duluth branch of the University of Minnesota, has joined the staff of Concordia College, Moorhead, Minnesota; she will teach accounting, typing, and office machines.

• **Esther H. Vanderlas** has left Washburn Municipal University in Topeka to become assistant professor at Colorado A. & M., at Fort Collins.

• **Diana Hampton**, former high school teacher in Pecos, Texas, is now on the staff of Wayland College, in Plainview, Texas; she is teaching office management, business orientation, and typing.



MORE THAN 100 teachers attended the week-long workshop on typing and shorthand methods for business teachers conducted by **Dr. Faborn Etier** at the University of Texas this past summer. Above are some of the participants: **Doctor Etier**; **Dr. Ruth I. Anderson**, of North Texas State; **Robert E. Slaughter** and **Henry Bufkin**, of Gregg; **Dr. John L. Rowe**, Illinois (DeKalb) STC; **Nelia Fox**, University of Texas; **Lois Deshotels**, Humble Oil Company; **Roy Cooper**, South-Western Publishing Company; and **E. E. Hatfield**, University of Oklahoma.

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## ■ Lives, Private and Professional—

• **Hubert A. Hagar**, vice-president of the Gregg Division of McGraw-Hill and for half a century a dynamic force in business education, died suddenly on August 25, at 72. (See obituary, page 42.)

• **Howard L. Newhouse**, business teacher at Montgomery High School in Rockville, Maryland, has been awarded a year's Ford Foundation Fellowship for travel and study. He will devote the year to graduate study at Temple and New York universities.

## ■ The Calendar, This Autumn—

• **Florida BEA**: At the Fort Gatlin Hotel, in Orlando, October 2 and 3; headline out-of-state speaker, Mrs. Madeline S. Strongy.

• **Kentucky BEA**: In Richmond, at Eastern State College, October 24, 9:45 morning session and luncheon meeting. Theme: "Business and Business Teachers Can Co-operate."

• **Minnesota BE** division of the state vocational association: October 29 (12:30 luncheon at Sears Roebuck, followed by Sears tour) and October 30 (9:15, Dr. Lloyd V. Douglas; 10:15, three panel sections; 11:30, summary session; 12:30, address on public relations for business teachers, by Ray L. Ruppel).

• **New York (Eastern Zone) State BEA**: At Albany State Teachers College, all day, October 16. Program: demonstration lesson in basic business by Gladys Bahr; and panel discussions on bookkeeping instruction and co-op training for both stores and offices.

• **Ohio (Central Section) BTA**: At the Seneca Hotel, in Columbus, October 30. Program: demonstration on teaching of typing by Alan C. Lloyd, starting at 12:30.

## ■ The Vocational Education Victory—

• **Federal funds** for vocational education (including distributive education), after slashes and more slashes by three Congresses, have been restored to normal. When the House of Representatives, by a vote of 123 to 61, approved an amendment by Congressman Graham Barden, of North Carolina, to prevent

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a proposed cut of \$4,624,391 in vocational appropriations, it was a great victory for vocational education and a tribute to the work of the American Vocational Association. The Congress subsequently went on to approve an appropriation of \$18,673,261 in vocational grants to the states.

• *Vocational education* circles hailed passage of the Barden Amendment as concrete assurance that a vast majority of the House were out of sympathy with proposals aimed at gradually eliminating Federal funds for vocational education. Said the AVA, "It is evidence that people believe in vocational education and aren't afraid to support it."

Commented Congressman Barden, "The only reason advanced by the committee (House Appropriations Committee) for cutting the funds is that they say the program has reached maturity. Vocational education is in its infancy in America."

■ **New Consumer-Education Council**—  
"To contribute to more effective fact-finding and teaching of consumer education," a group of national leaders in the field of consumer education and consumer research has formed a Council on Consumer Information.

• *The temporary executive committee* is composed of Marguerite C. Burk, G. E. Damon, Dr. Henry Harap, and Dr. Ray Price. Eugene R. Beem (Kalamazoo College, Kalamazoo, Mich.) was appointed executive secretary.

• *Preliminary plans* are ambitious: to publish a news letter; to act as a clearing house in distributing consumer materials; to conduct surveys on con-

sumer problems and determine needs for new teaching aids; to publish pamphlets concerned with *pros* and *cons* of consumer issues; and to sponsor an annual national consumer conference.

■ **"BEF" Changes Address**—

Business Education Films, a film-distributing agency that is virtually the central repository for films in business education, has a new address. Cross off "104 West 61st Street, New York 23" in your file and substitute the new "Suite 409, Film Center Building, 630 Ninth Avenue, New York 36." BEF has just released a 1953-1954 free catalog listing 130 films for business classes.

■ **Footprints of Progress**—

• *Coronet Films* this month announced production of its 500th sound-motion picture for the nation's classrooms. It is "Silent Night: Story of the Christmas Carol."

• *The Royal Typewriter Company* has opened its first factory outside the Americas—in Leiden, Holland.

• *New York City* is celebrating its 300th anniversary this year. Always co-operative, the Mayor is proclaiming the week of October 18-24 as "Business Week," to coincide with the annual staging of the National Business Show in Grand Central Palace.

■ **Washington Items**—

• *New U. S. Commissioner of Education* is Dr. Lee M. Thurston, former school superintendent, Michigan state superintendent, and University of Pittsburgh professor in school administration. He is vigorous, alert, dynamic—and believes in getting full value for every taxpayer's dollar.

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**NATIONAL Business Teachers Association** leaders, already planning for the Association's 56th Annual convention (Jefferson Hotel, St. Louis, December 28-30), include: (standing) Russell J. Hosler, treasurer; Thomas M. Dodds, executive board; Milo O. Kirkpatrick, vice-president; Paul F. Muse (last year's president), executive board; Lloyd V. Douglas (president of the UBEA), executive board; (seated) Vera B. Meyer, vice-president; Leslie J. Whale, secretary; Hugh T. Barnes, president; and Mary Yocum, executive board and co-ordinator of the convention program. Theme of convention will be "Professional Development of Business Educators."

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NEW UBEA national president is *Dr. Lloyd V. Douglas*, of the (Cedar Falls) Iowa State Teachers College. Other national officers are *Dr. Theodore Woodward*, vice-president; *Dorothy L. Travis*, treasurer; and *Hollis Guy*, executive secretary.

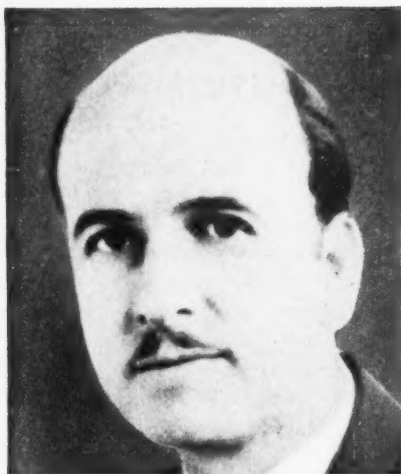
• Congress appropriated \$2.8 million for salaries and expenses in the U. S. Office of Education—enough to restore Office staffs to the 1952-53 strength and plug the leak through which some of the staff's best talent was being permitted to trickle away.

• Education lost two strong supporters with the recent death of Senators Robert Taft and Charles Tobey. Both had been co-sponsors of Federal Aid-to-Education bills and had been influential in getting such measures through the Senate.

• *Joseph Strobel*, assistant U. S. Commissioner for Vocational Education, resigned to take a post in the



UBEA administrators division: *Gladys Peck*, Louisiana state supervisor, succeeds *Dr. Elvin S. Eyster* as president of the UBEA Administrators Division. *Verner L. Dotson* is vice-president, and *Theodore Yeran* is secretary.



UBEA research division: *Dr. Herman G. Enterline*, of Indiana University, was re-elected 1953-1955 president of the UBEA Research Foundation. *Dr. Dorothy H. Veon* and *Clyde I. Blanchard* are his fellow officers, elected a year ago.

New York State Education Department.

- *William A. Early*, superintendent of schools in Georgia's Savannah and Chatham counties, is the new president of the National Education Association.

■ **Presidents, Newly Reported—**

- *Of the Mid-West Unit of the Catholic BEA*: Brother James Luke, F.S.C., St. Mary's College, Winona, Minn., re-elected for a three-year term. Companion officers include Sr. Mary Estelle, S.S.C., co-chairman; Sr. Mary Therese, O.S.F., re-elected secretary; and Sr. Mary Alexius, O.P., re-elected treasurer.



UBEA international division: *Robert E. Slaughter*, Gregg executive, is the 1953-1955 president of the U. S. Chapter of the International Society for Business Education. His fellow officers are *William Sakson* and *Ann Eckersley*.

OCTOBER, 1953

# OPERATIONS REPORT

March 10, 1953

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## ■ Nucite in the News—

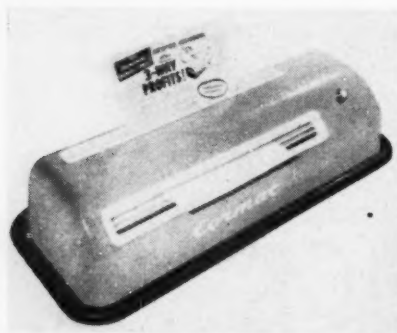
There's safe, practical sense in the latest development concerning the Nucite chalkboard, recently improved. A special glass tempering process gives the glass greater ability to withstand pressure of all kinds; if, from some severe shock, the glass does crack, it will be from top to bottom but within its frame and without shattering. Safety is never a light matter. A chalkboard that can guarantee this type of dependability is worth your attention.

• *Additional factors are these:* the vitreous enameled surface of Nucite boards has been given a smoother, more durable finish; it is easier to erase, keep clean. Reflection and glare are held to a minimum, accomplished in part by its colors of either green or black. Needless to say, but nice to know, Nucite is guaranteed for the life of the building.

• *Full details and samples, yours from New York Silicate Book Slate Company, Inc., 541 Lexington Avenue, New York 22, New York.*

## ■ Cormac Announces Photocopier—

A new office photocopier by Cormac Industries is said to be capable of producing inexpensive, exact, dry facsimiles of any written, printed, drawn or photographed material. Finished in 19 seconds, at less than eight cents per copy!

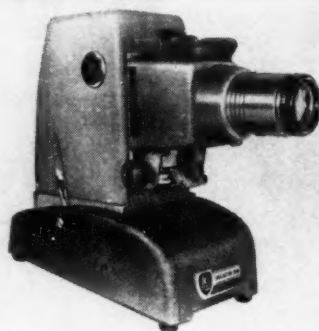


• *The Cormac machine is automatic and electric, requiring no experience to operate. Space-wise, it occupies the bulk of a typewriter. Varying sizes and weights of paper may be used. These copies are permanent positives, legally acceptable. Model and price information may be had from the manufacturers, 41 East 42nd Street, New York 17, New York.*

## ■ Tri-Purpose Projector—

The AO Educator-500 is a powerful 500-watt projector for slides and single- and double-frame filmstrips. Gives

crisp, evenly brilliant images and should be well received. A choice is offered between 3½ inch Americote



projection lenses, 5- and 7-inch. The switch from slides to films is easily and quickly accomplished. The exclusive filmstrip unit cannot damage film, as pressure plates open automatically before the film is advanced and close after the film is in position. There is no difficulty in focusing the slides; the patented AO push-through slide-changer does all the work. More complete details and price list from the American Optical Company, Southbridge, Massachusetts.

## ■ SoundScriber Recorder-Reproducer—

During war time, highly technical instruments were developed but retained for defense use. Such an instrument was SoundScriber's 24-48 hour automatic tape recorder-reproducer. Now, however, it is being offered for civilian consumption. This equipment notes the exact time of messages received, with measurement of elapsed time between recordings. Two models are available, having either single or dual channels. In Model D-24, two separate channels may be recorded simultaneously, each for a 24-hour continuous period on the same reel of tape. Model S-24, a single-channel recorder, is capable of 48-hour service with the addition of a 1125-foot reel. Both these machines are invaluable where there's a need for an unmanned, uninterrupted "listening" device that can retain long communications and reproduce them faithfully. Recordings can be played back instantly.

• *Twenty-second bulk erasing is done by the Demagnetizer, which erases sound for tape reuse indefinitely. This is a separate machine, to insure full protection to the material recorded. Price is listed as, Model D-24, dual channel, \$1395.00; S-24, single channel, \$1250.00. The SoundScriber Corporation address is New Haven, Connecticut.*

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**L**EARN TO LAUGH; it is better than medicine. Learn to attend to your own business; few men can handle their own. Learn<sup>1</sup> to say kind words; nobody ever resents them. Learn to avoid nasty remarks; they give neither the hearer nor<sup>2</sup> the speaker any satisfaction. Learn to stop grumbling; if you can't see any good in the world, keep the bad to<sup>3</sup> yourself. Learn to hide aches with a smile; nobody is interested, anyway. Learn to keep your troubles to yourself;<sup>4</sup> nobody wants them.—“Billy” Smith. (86)

## Junior OGA Test

1. He placed his *foot* on the *branch* to *brace* himself.
2. The *parcel* with the *flower* seeds *failed* to reach us in time for planting.
3. The *farm* had 30 acres of *level* land *free* of trees.
4. She had a *firm* view *about* the way *food* should be prepared.
5. The *piggy* bank *broke* when it *fell* on the *brick* floor.
6. The *foe* had been beaten and our *flag* planted *firmly* on top of the hill.
7. The *firemen* were *able* to *break* the *fellow's* *fall* by holding a *blanket* beneath him.
8. He was a *capable* employee, but he was *absent* far too often.





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